DOCUMENT RESUME

ED 084 486 CG 008 513

AUTHOR	Gamsky, Neal R.; And Others
TITLE	An Effective Team Approach to Pupil Services Programs for Wisconsin.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Jul 73
NOTE	78p.; Bulletin No. 3396
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Performance; Attendance; Counseling Services; *Pupil Personnel Services; Social Adjustment; *Specialists; *Special Services; *Student Improvement; Student School Relationship; *Team Training

ABSTRACT

The purposes of this research monograph are to present a pupil personnel model that evolved from five years of testing and evaluation, to present the major aspects of stages in developing the model, and to present data regarding the function of pupil services and the instruments and methodology employed in evaluating the effect of these services. Subjects were 2,300 K-12 students in public, private and parochial schools in Wisconsin and 1,171 staff whose primary function was classroom instruction. As a result of the study: (1) exemplary services were established in schools with little or no service; (2) the team model emerged as the answer to need and budgetary capabilities of local school districts; (3) an increase in number of children referred indicated a growth in teacher awareness; (4) children improved significantly in achievement, personal adjustment and attendance with amount of improvement contingent on length of time the child was receiving pupil services; (5) children referred for services did not improve on measures of aptitude and social adjustment; and (6) the team approach was found to be more effective than the isolated pupil service worker approach. (Author/LP)

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An Effective Team Approach to Pupil Services Programs for Wisconsin

Wisconsin Department of Public Instruction
Dr. Barbara Thompson, State Superintendent

ED 084486
EC 006 573

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Published by the Bureau for Pupil Services, Department of Public Instruction. The publication is part of a series related to aspects of pupil services programs in Wisconsin.

Produced in part with funds made available through the Elementary and Secondary Education Act, Title III—Counseling, Guidance and Testing.

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ED 084486

An Effective Team Approach to Pupil Services Programs for Wisconsin

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July, 1973

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Bulletin No. 3396

PREFACE

This monograph is a report of the development of a comprehensive pupil services program model in a Wisconsin Cooperative Educational Services Agency. Specifically it describes a program of services initiated and supported, in part, by funds made available through an Elementary and Secondary Education Act, Title III grant. Staff members of the Department of Public Instruction and the University of Wisconsin, Madison were involved in the planning and development of this project. It is hoped that this monograph will be of value to the further development of pupil services programs in the state's local school districts.

The establishment of a pupil services program is unique to each school setting; unique to the needs of the pupils to be served. For example, although this report effectively treats many aspects of pupil services programs, this particular project did not include school health services on the pupil services team. It is recommended that school health programs including school nurses and other health professionals be members of the pupil services team.

We feel that this is an excellent, thorough report and are pleased to make it available. The creation of systems, however, is only of value as they relate to the developmental needs of children and youth. It is to the children and youth of Wisconsin that this monograph is dedicated.

Richard R. Roth, Ph.D.
Director, Bureau for Pupil Services

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Introduction

The purposes for preparing this research monograph are three-fold: to present the pupil services model that eventually evolved from five years of testing and evaluation; to present the major aspects of stages in developing the model; and to present data regarding the function of the pupil services and the instruments and methodology employed in evaluating the effect of these services.

A basic and most difficult task in providing pupil services is deciding how the pupil personnel and related services needed by a school system can be determined. If the assumption could be made that pupils in all systems are similar and if we could further assume similarity in both instructional staff and community resources, a prototype pupil personnel and related services program could be developed.

The recommended ratio of specialists to pupils, when taken too literally and interpreted as the ideal, necessarily includes all the above assumptions. Most of us are familiar with the numbers game and some of us have used these "guides" to argue for additional staff.

A more comprehensive approach to determining pupil personnel and related services needed in school systems would be to begin with an operational definition of the functions and competencies of school counselors, school social workers, school psychologists, speech and hearing clinicians, nurses and other medical personnel as well as specialists in reading, special education, curriculum, and administration. The next steps would be: determining the competencies of the instructional staff, surveying existing community services and resources, and, most important, determining the "unique" nature and needs of the student body. The program described in this report was developed in this manner.

The Setting

This project was initiated in the fall of 1965 in the Cooperative Educational Service Agency (CESA) 13, one of the 19 similar agencies established in Wisconsin to replace the former county school district organization. All public, private, and parochial school districts were invited to participate. Staff personnel in grades kindergarten through 12 whose primary responsibility was classroom instruction were involved. This included subject matter teachers, such as English, mathematics, art, agriculture, physical education, music and all regular classroom teachers in elementary school. Administrators, special education teachers, and various pupil personnel specialists were omitted.

In the initial survey aspect of this project an assumption was made that a pupil personnel and related services program derives its uniqueness from the assistance it provides pupils who require remedial help. Preventive services and services to aid in the orderly educational and vocational development of youth would be required for the pupils which are not the focus of the initial survey. Therefore, teachers were asked to identify pupils who would have a better learning experience (personal or

academic) *within* the classroom if additional information or understanding of the pupils was made available.

The frequencies and percentages of total pupils enrolled who were identified by teachers are shown in Table 1. Over 87 percent of the teachers in the 17 school districts and 13 private schools were involved. The ratio of boys to girls identified by these teachers was 3:1. In total, nearly 2,300 pupils were identified by 1,171 teachers.

A random sample of 265 cases was presented to ten pupil personnel and related services specialists who reviewed the cumulative records of each case and made recommendations as to the services each pupil would require. These ten specialists also classified the pupil's behavioral description, given by the teacher, using six "diagnostic" categories (27) to determine the most predominant types of behavior.

Analysis of the data indicated the following:

The rank order for categorizing girls' behavior was (1) Emotional, (2) Intellectual, (3) Social, (4) Motivational, (5) Physical, and (6) Moral. The position of Intellectual and Motivational was reversed in the rank order of boys' behavior.

The pupils in elementary school were identified as having primarily emotional and social problems. Identification of motivational problems increased with the grade levels of pupils.

There was considerable disagreement among the ten specialists classifying each pupil's behavior. Only ten pupils (4 percent) were placed in the same diagnostic category by all ten specialists. Thirty-nine pupils (14 percent) were assigned two categories, 186 pupils (70 percent) were placed in either three or four different categories, and 30 pupils (12 percent) were placed in five or six different categories.

Further implications resulting from analyzation of the specialists' recommendations included the need for:

1. an adequate record system with particular attention to teacher observations,

Table 1

Range and Median Percent Within Schools of Total Pupil Enrollment Identified by Teachers

Grade Levels	Low–High % Identified	Median % Identified
Primary (K–3)	4.2 – 10.3	6.8
Elementary (4–6)	.5 – 9.3	7.3
Junior High (7–9)	.0 – 16.7	9.5
Senior High (10–12)	4.5 – 12.8	8.7
Total (K–12)	2.8 – 10.0	8.6

2. teacher involvement,
3. reducing the teacher-pupil ratio,
4. an interdisciplinary or pupil personnel team approach,
5. a continual evaluation of program effectiveness.

All specialists' recommendations, pupil behavior classifications, and relevant data about the agency were given to individuals of a five member consultant team who were asked to review the data and make recommendations for needed services. The consultants included a school superintendent, a director of pupil services, a counselor educator, a professor of educational psychology, and a state supervisor of pupil services. The specific charge given to the consultants was "to review the services available in Agency 13, decide what is needed for the 8 percent studied and the remaining 92 percent of the pupils. This should include preventive, remedial, and agency-wide services." The recommendations of this consultive team included the following:

1. A pupil personnel team be established to operate in a portion of the Agency in such manner that effective services and self-evaluation could be implemented.
2. Adequate secretarial help be provided the pupil personnel and the classroom teachers.
3. Pupil personnel teams should serve all Agency schools. Because of financial limitations only a few schools could receive the services of a team, so services were developed in stages in order for each school to receive minimal services.
4. An Agency resource and development team be established to provide advisory and evaluative services.

When the preliminary study was completed an operational plan of services was submitted under Title III, ESEA. Approval of the plan was received and the program to serve 17 school districts was begun in CESA 13 during the summer of 1967.

Professional staff members in the initial phase of the program included eight school social workers, seven school counselors, four school psychologists, seven reading consultants, four psychometrists, two consulting teachers, two consulting psychiatrists and two consulting pediatricians. The administrative, resource, and development staff consisted of a Director of Pupil Personnel Services, a Director of Behavioral Research, and a Director of Curriculum Development. Support personnel were provided for all professional staff members through the services of ten clerical, secretarial, and bookkeeping employees.

The 36 professional and 10 support personnel were contracted prior to the beginning of school in fall, 1967. Two modes of service were designed to operate in the 17 school districts in CESA 13. Services were provided to a portion of the Agency through a team approach, which included professionals from all eight of the specialists listed above. Two identical teams were developed with one team assigned to work in a large single school district and the other serving two smaller school districts. The second type of service consisted of assigning staff members to districts on the basis of desired service, size, existing services and staff availability.

Through these two methods all districts in the Agency were provided with some type of Pupil Personnel Service. The availability of funds restricted a more complete team coverage of the CESA 13

Schools but allowed all schools to receive increased services.

An important aspect of the program was the identification of pupil personnel services as an integral part of the education process. The Director of Curriculum Development worked closely with the Director of Pupil Personnel Services and others to coordinate curriculum development and pupil personnel services.

Establishing a program based on identified needs of teachers and pupils necessarily leads to an evaluation which analyzes whether the services contribute to fulfilling the needs of pupils and teachers. The role of the Director of Behavioral Research was to analyze the effects and outcomes of the project.

II Description of Pupil Services Program

The team approach in pupil personnel services has been discussed extensively by professionals, and referred to in related professional literature (2, 26, 28). Descriptions of this approach usually include a close working relationship between the involved disciplines. More realistic observation of practices often reveals that several disciplines may be represented but the team approach is more figurative than literal. Developing team approaches in pupil personnel services are frequently difficult and as new disciplines are added, or old ones are expanded, growth may actually become an increase in services offered without a coordinated effort. Although it may seem difficult to coordinate the work of many specialists, such operational programs are possible and what follows is a description of one approach.

The full-time and two part-time people constituted the professional staff members of a pupil personnel team. One secretary provided the clerical assistance available to the team. The team was designed to function in a school district of approximately 3,500 pupils. The specialists worked at all levels, K-12, and utilized their own unique techniques and methods which they deemed appropriate.

The team included:

School Psychologist (Team Coordinator
Psychometrist
School Counselors (3)
School Social Workers (2)
Reading Consultants (2)
Consulting Teacher
Psychiatrist (Part-time)
Pediatrician (Part-time)

Referral Procedure

Because this team was designed primarily to provide direct service to pupils, teachers and parents as a response to their requests, a formal referral procedure was adopted. This consisted of providing a half page carbonized referral form for all teachers and administrators on which descriptive data and short behavioral descriptions were placed.

The primary referral source of students was the classroom teacher. However, referrals came from school administrators, counselors, state and county agencies, and from parents. There were no restrictions as to whom teachers referred. If there were questions regarding a possible referral, team members located in the schools were available to clarify the referral process. All referral forms were directed through the building administrator and then passed on to the referral coordinator who was the team school counselor.

Students were referred to, and by, the team for many and varied reasons. Some of the reasons may be categorized as follows: serious discipline problems, hyperactive or withdrawal behavior, social handicaps, mental retardation, academic failures, vision, hearing, or speech problems, reading handicap, exceptional academic aptitude (gifted),

SCHOOL DISTRICT NO. ___ _____, WISCONSIN

PUPIL PERSONNEL SERVICES REFERRAL FORM

Pupil_____ Sex_____ Birthdate_____ Age___

Grade_____ Name of School_____ Teacher_____

Parent_____ Address_____

Phone_____ Date_____ Person Making Referral_____

Reason for Referral – Describe the Kind of Pupil Behavior About Which You are Concerned:

_____

_____

_____

_____

_____

Principal's Signature _____ Date _____

Referral Coordinator_____ Specialist_____ Date_____

White Form: Specialist; Yellow Form: CESA Office; Pink Form: Referral Coordinator
Gold Form: Principal.

specific learning difficulties, physical handicap, and emotional immaturity.

When the referral form had been completed and data had been gathered by the referral coordinator, the case was presented at a team staffing. The team coordinator (School Psychologist) presented the referral and the referral coordinator (School Counselor) related the case background. The team discussed the student problem and decided which team personnel would be involved. If additional data about the pupil were needed, the counselor gathered this data to be presented at the next meeting. Teachers, principals, counselors, and other school staff were often included in the team staffings.

A decision was reached through the staff discussion as to what the problem appeared to be and what steps should be taken by individual team members. One or more team members could be involved in working on a case but in order to assure coordination, one team member assumed primary responsibility for the case. This could be the counselor, psychologist, reading consultant, or social worker. Direct involvement of team members in the case was dependent upon the

situation. Any team member could call upon any other team member for assistance or consultation, and if case development warranted it the primary responsibility could be transferred from one specialist to another. In order to insure better communication all records and reports were kept in a central file.

The pediatrician and psychiatrist were employed on a part-time consulting basis to assist with analyses of the health needs of the children. They took an active part in staffing children and in working closely with team and school personnel. The consulting teachers' role involved working with special referrals on an individual or group basis. They substituted for the teacher in the classroom so they could view first hand the behavior of individuals or groups that had been referred to the team. With the consulting teacher taking over a class, the teacher was free to discuss the pupil and the classroom situation with the personnel team.

Case Development

Work on a case varied from one contact with a pupil, teacher, or parent, to multiple contacts and efforts over several months. Continuous communication was maintained between specialists, teachers, administrators, and other involved agencies.

In order to insure that the best possible communication was maintained between team members and the people making referrals, a systematic reporting system was developed to cover cases from the initial referral to termination. The initial referral procedure described above was followed by a contact, within two weeks, with the person making the referral. This contact was either verbal or written, and within one month a Pupil Personnel Worker's Follow-up Report had to be sent to whomever had made a referral. Other forms available to be used, if necessary, consisted of Parental Consent and Information Release forms.

The majority of pupils with whom the team worked went through a procedure which included the following steps:

Pupil
↓
Referral Source
↓
Administrator
↓
Counselor
↓
Preliminary Study
↓
Team Staffing
↓
Specialist Assigned
↓
Specialist's Work
↓
Termination

1. **Referral may start with teacher, parent, administrator or pupil because of desired help.**
2. **Referral cleared by administrator and passed to team counselor.**
3. **Team counselor gathers relevant data to present to team at staffing.**
4. **Case discussed at weekly staffing and decision reached regarding procedure. One specialist assumed responsibility for case but several may be involved.**
5. **Procedures dependent upon variables of the case.**
6. **Termination of case would vary from after one to an indefinite number of contacts with child, parents, teachers or any involved person.**

PUPIL PERSONNEL WORKERS' FOLLOW-UP REPORT

COOPERATIVE EDUCATIONAL SERVICE AGENCY CO. 13

Pupil's Name _____ Age _____ Grade _____ Sex _____

School _____ School District _____

Date of Referral _____ Date of Report _____

Report No. (Check one) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Current Status of Case (Check one): Open _____ Closed _____

ACTION TAKEN ON CASE: _____

_____

_____

_____

_____

ACTION PLANNED ON CASE: _____

_____

_____

_____

_____

RECOMMENDATIONS: _____

_____

_____

_____

_____

Name of Pupil Personnel Worker _____

Position _____

White Form - Teacher; Yellow Form – CESA Office; Pink Form – Referral Coordinator or Specialist; Gold Form – School Administrator.

SCHOOL DISTRICT NO. ____ _____, WIS.

PUPIL PERSONNEL SERVICES INFORMATION RELEASE

(MAKE OUT IN TRIPLICATE)

This is to certify that I give permission to the staff of _____

_____

to release information concerning _____

_____ to _____

Signed _____ Phone _____

Address _____ Date _____

SCHOOL DISTRICT NO. _____, WIS.

PUPIL PERSONNEL SERVICES PARENTAL CONSENT

(MAKE OUT IN DUPLICATE)

I do hereby give my permission for school officials to undertake the necessary steps to assist my child _____
to receive the greatest benefits from the school program. These efforts may include special diagnostic and/or therapeutic measures, specialized programs, parental consultation, releasing information to other referral agencies, and/or obtaining information from other agencies, whichever would be relevant to my child's welfare.

Signature of
Parent or Guardian _____

Address _____

Phone _____ Date _____

Administration and Evaluation

Three administrative and resource staff members worked very closely with the pupil personnel workers. These three positions consisted of the Director of Pupil Personnel Services, Director of Curriculum Development, and Director of Behavioral Research.

The Director of Pupil Personnel Services was responsible for the organization and administration of the project. Effective implementation of the team approach depended upon the existence of certain conditions that allowed such a plan to operate freely. Adequate staff and materials were available but what remained to be implemented was the operational process. Communications and adequate time were two factors that had to be allowed for if this was to be an exemplary program.

Certain conditions were established to promote the coordinated efforts of different specialists. Nine assumptions or conditions existed which allowed each specialist the opportunity to contribute his expertise to individual cases or to the team operation:

1. Each specialist was considered to be a professional staff member.
2. The focus of the team effort was the need of the child, parent, or teacher and what had to be done to improve the situation.
3. One team member was designated as team coordinator (the School Psychologist).
4. One team member was designated as referral coordinator (the School Counselor).
5. Open communication between team members, teachers, and administrators was practiced.
6. Regular weekly team meetings were held to discuss cases.
7. One team member assumed primary responsibility for each case.
8. A consulting teacher was available to take over a class so one or more team members could confer with the teacher about his students.
9. Secretarial help was provided for the team.

Maintaining communications between the three pupil services administrative staff and pupil personnel staff was considered very important. Some of the procedures used were regular monthly meetings, monthly newsletters, and in-service meetings. A Pupil Services newsletter distributed to all teachers, school administrators, school board members and other interested personnel was also provided to the pupil personnel staff.

Staff members were encouraged to participate in school and community activities. Administrative and pupil personnel staff members were engaged in school inservice activities, community service and social club meetings, writing articles for newspapers, and radio and television programs.

Communications between the Pupil Services staff and local school personnel was a critical concern. Numerous contacts were arranged to provide opportunities for the two groups to develop better understandings of each other's functions and to get to know each other personally rather than just as a name at the end of a letter or case report. Techniques used to accomplish this were: presentations at faculty meetings; attendance at school board meetings; partaking in PTA meetings; periodic meetings between teams and individual school staff members; including administrators in team staffings;

regular meetings between school administrators and Pupil Services administrators; frequent visits with principals and superintendents to review the progress of pupil services staff; and social events such as staff dinners and parties.

The Director of Curriculum Development worked to promote a comprehensive approach to educational problems. He worked with pupil services personnel, administrators and teachers to keep everyone cognizant of the total educational picture. Through team meetings, workshops and consulting sessions he helped others focus on the broad concepts of education.

Evaluation of these services was considered a necessity and the Director of Behavioral Research and his staff were responsible for the research and evaluation of the project. Under his direction a continual evaluation of processes was conducted so program procedures could be altered as needed. In addition, the impact of services on children was evaluated by studying the outcome of each case that was referred for special help.

It was felt that this plan represented a unique approach for pupil personnel services. Utilizing the contributions of specialists; working closely with teachers, parents, administrators and other community service agencies; and providing as ideal an environment as possible in which to work were conditions which were assumed would contribute to improved learning and development of children.

III Objectives of the Pupil Services Program

Before evaluation of the educational project began, it was decided a statement of objectives was needed. Consequently, during the Summer of 1967, before the services were initiated, each member of the pupil personnel staff was asked to submit a statement of his personal philosophy and objectives. In addition, subgroups were organized on the basis of professional identification and each subgroup prepared a statement of goals. From this effort, a comprehensive statement of philosophy and objectives was developed for the project.

Pupil Personnel Services: Philosophy and Objectives

Introduction. Emphasis on the importance of the individual has contributed to a variety of specially certified, nonadministrative, professional staff members coming to work in schools. The following statements concern the philosophy, objectives and functions of the pupil personnel specialists working in all school districts of Cooperative Educational Service Agency No. 13. The commitment of these personnel to assist pupils, parents and teachers is evident in the manner by which the staff members expressed themselves in these statements.

A general statement of philosophy relevant for Pupil Personnel Services as a total program is followed by statements pertinent to the disciplines subsumed in the total service.

Philosophy. The basic consideration in providing a program of pupil personnel services is the individual pupil. Each pupil is a unique, significant person with potentialities, rights and responsibilities. These individual characteristics must be developed as completely and positively as possible. Pupil Personnel Services are designed to supplement and complement the instructional and administrative aspects of the educational process and are considered an integral part of this total process. Through developmental, remedial and preventive measures pupil personnel staff members work with pupils, parents and teachers to provide for all pupils the most adequate educational program possible. These services may be provided directly to pupils or indirectly through the parents, teachers, principals or other community agencies.

Objectives

Reading Consultant. The Reading Consultant's major objective is to assist teachers in the teaching of children whenever reading is involved.

School Counselor. School Counselors' objectives within the educational process are as follows:

1. Helping individuals with the decision making process leading toward total growth and development.
2. Providing services to pupils which may lead to optimal physical, mental, and emotional growth.
3. Acting as liaison among professional staff, pupils and community.

School Psychologist. The School Psychologist (including the psychometrist) has a unique function in systematically assisting children in developing intellectual, social, and vocational competencies. Knowledge about the physiological and psychological development of boys and girls is essential if the school is to identify those who are mature enough to tackle the various educational processes. The school psychologist seeks to aid youngsters to utilize their potential to the optimum and assist them in their total adjustment to the school and community by:

1. Gaining a better understanding of children through diagnosis, observation and study of pertinent data.
2. Improving and developing existing educational programs through consultation services.
3. Implementing diagnostic findings in terms of resources of home, school, and community personnel.

School Social Worker. Social work is one of the professions used to promote adjustment in human beings. Social work is concerned with the relationships between individuals and the stresses of their environment. The objectives are to:

1. Help the individuals and families use their strength and potentials to improve their adjustment to life realities. This is done in a way that conserves and maintains self-respect and promotes positive self-image. Social work also concerns itself with social problems and attempts to alleviate their causes.
2. Work as part of the educational team to help students whose adjustment problems interfere with their educational life. The School Social Worker concerns himself with the student's total environment.

Consulting Teacher. The Consulting Teacher aids the Pupil Personnel Services Team by providing released time for teachers to improve their opportunities for consultation.

Role and Function

Reading Consultant. The role and function of the Reading Consultant includes the following areas:

1. Diagnostic–to identify the reading achievement and potential of children through a testing program.
2. Resource–locate new materials and methods; keep teachers informed on educational trends.
3. Research–plan practical classroom projects and preventive, developmental, and remedial programs when appropriate.
4. Demonstration teaching–to assist teachers in classroom instruction and techniques in reading areas.
5. Team approach–work with the other disciplines when necessary to implement special programs.
6. Public relations–conferences, speaking engagements, etc.

School Counselor. The role and function of the School Counselor will include the following:

1. Individual and group counseling.
2. Provide assistance in identification of educational adjustment problems.
3. Referral resource to school staff as well as pupil personnel staff. The counselor coordinates out-going information and referrals as well as incoming information, in conjunction with administrative personnel.
4. Provide interpretive consultation with professional staff and/or parents concerning personal records of individual students.
5. Work with the other disciplines when necessary to implement special programs.
6. Public relations aspects such as conferences, speaking engagements, etc.

School Psychologist. The School Psychologist (and psychometrist) will work directly with the pupil as well as with all those directly involved with the student. This not only includes the school's professional staff but also parents, medical personnel, city, county, and state agencies. All information will be kept confidential and the psychological reports will only be made available to those who are employed in a professional capacity. Involved will be pupils who have developed serious social problems; have pronounced emotional difficulties; are slow learners and suspected of being mentally retarded; are in further need of placement to a guidance center or diagnostic center; have serious physical difficulties which impair their ability to achieve; and in

general, have developed tendencies that alter and hinder their learning processes. The role and function of the School Psychologist includes the following:

1. Clinician–assesses, identifies, diagnoses, prognosticates, and recommends appropriate solutions for a student's related problems.
2. Diagnostician–uses psychological techniques in evaluating problems in the areas of retardation, giftedness, academic deficiency, emotional disturbances, delinquency, etc.
3. Coordinator–implements recommendations, utilizes local and state resources, and seeks the best possible solution for the conclusion of all problems.
4. Consultant–interprets and confers with the proper personnel concerning the results of evaluations. He serves as a resource person to teachers, parents, and administrators.
5. Researcher–evaluates educational data, innovates and assesses new learning experiences; and reviews the psychological impact of the total school program on the mental health of students.
6. Work with the other disciplines when necessary to implement special programs.
7. Public relations aspects such as conferences, speaking engagements, etc.

School Social Worker. The School Social Worker functions using three basic methods:

1. Casework.
2. Group Work.
3. Community Organization.

Techniques employed are history taking, individual casework, family counseling, group work, consultation and the use and development of other community resources. All efforts are directed at facilitating the teachers' work with the students. These efforts involve interpretation, consultation, coordination, and collaboration. Working with other disciplines on the team is utilized to implement the best approach. Informing the general public about these services is accomplished through speeches, meetings, etc.

Consulting Teacher. The function of the Consulting Teacher on the Pupil Personnel Services Team is a unique one. In most schools, a teacher who wishes a conference with reading specialists, school psychologists, social workers, or the parents of a student must do so outside of school hours or during her free hour. Because these times are taken up with class preparations, student conferences, and advising extracurricular activities, these meetings are often postponed, or never take place. Realizing both the time demands on the classroom teacher, and also the importance of these meetings for the welfare of the student, the Pupil Personnel Services Team has provided a teacher to go into the classroom to relieve the classroom teacher for such conferences.

Summary

These services are designated as an integral part of the educational process with an objective to contribute to the development of children. Expectations placed upon Pupil Personnel Services staff members must be realistic. They do not take over all the "problem" pupils in school and perform "miracles" with them. They do contribute their respective knowledge and experiences to appropriate pupil problems and concerns. In this matter pupil personnel workers contribute to the educational development of children.

An examination of this statement reveals four broad goals:

1. To establish exemplary pupil personnel services in school districts with few or no services;
2. To provide local school districts with pupil personnel services they could use as models in developing their own services;
3. To remediate problems of specific children who demonstrated difficulties adjusting to the school situation;

4. To contribute to the optimal development of all pupils by having a positive impact on the total school environment.

A further examination of these broad goals indicated that the following specific outcomes for pupils, teachers, and administrators were anticipated:

1. Pupils–

   Improved academic performance,
   Improved classroom behavior,
   Improved attendance,
   Improved emotional adjustment,
   Improved social adjustment,
   Improved attitudes toward self,
   Improved attitudes toward school,
   Improved attitude toward the family;

2. Teachers–

   Increased knowledge of individual differences and needs of pupils,
   Increased ability to cope with pupil behavior,
   Increased understanding of the influences of environmental factors on pupil behavior,
   Increased awareness of the role of pupil personnel services;

3. Administrators–

   Greater understanding of the pupil personnel program,
   Greater interest in and willingness to support pupil personnel services.

It was obvious from a review of these objectives that a comprehensive research design would be necessary to effectively evaluate the accomplishments of the project. It seemed clear that an experimental design with a non-treatment control group would be best for end-of-product evaluation. However, services for all districts needed to be provided. Furthermore, a control group experimental design would require that conditions be held constant throughout the duration of the project and this hardly seemed adequate for a "dynamic, innovative program" that anticipated frequent changes in order to adapt to the changing needs of the schools served. Another crucial aspect was the fact that this project was truly "service oriented" and not "research oriented" with the consequences of limited resources being available for research activities.

Considering the goals of the project and the restrictions imposed, it seemed best to provide for three types of evaluation:

1. Impact of the project on the total school environment,
2. Continuous process analysis,
3. Impact on the individual pupils referred for services.

IV Impact of the Project on the Total School Population

It has been mentioned earlier that two modes of services were developed to operate in the 17 school districts. Intensive services were provided to three school districts utilizing the team approach with the remaining school districts receiving minimal services. For purposes of evaluating this aspect of the program, a quasi-experimental design was developed. From the 15 school districts receiving only minimal services, three school districts were selected that were judged to be comparable to the three school districts receiving intensive services. Selection of the comparison school districts was based on similarity along the following dimensions:

1. Size of the school district,
2. Socio-economic structure of the community,
3. Quality of the school program,
4. Age, experience, and education of the teachers,
5. Tested intelligence of the pupils.

On the basis of the data collected, the "control" school districts were deemed comparable to the "experimental" (team) school districts on all relevant criteria. Where minor differences did exist, they tended to "favor" the control schools. Table 2 illustrates the extent of services provided in the control and experimental school districts.

Table 2
Pupil Personnel Staff*, Teachers and Pupil Enrollment
For Experimental and Control Schools - 1967

School District	Psychologist	Psychometrist	Counselor	Social Worker	Reading Consultant	Consulting Teacher	Pediatrician	Psychiatrist	Teachers	Pupil Enrollment
Control A	60%		350%	100%					164	3475
Experimental A	100%	100%	560%	200%	200%	100%	10%	10%	150	3177
Control B			200%	40%					71	1412
Experimental B	60%	60%	200%	120%	100%	60%	6%	6%	60	1160
Control C			40%	20%					41	824
Experimental C	40%	40%	100%	80%	50%	40%	4%	4%	41	815

*100% = one full-time person.

As previously mentioned, it was assumed from the statement of objectives that the pupil personnel staff hoped to have an impact on a number of pupil, teacher, administrator, parent, and school variables. In Table 3, an outline is presented of these variables and the instruments selected as measuring devices. Pretest measures were obtained at the beginning of the first year in which the study was conducted. Post-test scores were obtained at the end of the first school year and every year thereafter for the duration of the project.

The design for this phase of the research can best be described as a non-equivalent control group design. That is, it is a design that uses an experimental group and a control group, both receiving a pre- and post-test on all variables, but the groups have not had pre-experimental sampling equivalence. The subjects are naturally assembled groups rather than assigned randomly from a common population to a control and experimental group. The groups are as similar as the situation permits but not so similar that pre-testing can be eliminated.

Data were collected for the pupil variables listed in Table 3 on the basis of a 10 percent random sample of pupils drawn from each of the three control and three experimental school districts. The total pupil population was used to make comparisons on the other variables. The design made it possible for the independent variables (treatment, sex, grade level, school district, and time) to be partitioned so measures of differences and trends in academic progress, personal-social adjustment and attendance could be obtained.

Impact on Pupil Academic Progress, Personal-Social Adjustment and Attendance

Extensive data "cleaning" procedures preceded the final analysis of data and interpretation of results on academic progress, personal-social adjustment and attendance. Significant findings can be summarized as follows:

Academic Achievement

1. In schools with a full complement of pupil services, pupils' GPA (5 point scale, A=4 F=0) showed a greater increase than in schools receiving minimal services when comparisons were made over time (two years prior to the project and three years duration of the project). (P .01)
2. Pupils in two school districts with team services demonstrated significantly greater growth in GPA than in the paired control districts. The third pair of school districts revealed no trends or statistical differences in GPA.
3. Neither significant differences nor interesting trends were revealed by analysis of standardized composite achievement test scores.

Personal–Social Adjustment

1. Pupil growth in personal adjustment in experimental school districts showed greater positive trends over the duration of the program than in school districts with individual pupil service specialists.
2. Pupils in both experimental and control schools demonstrated significant growth in personal adjustment scores. (P .05)
3. No social adjustment differences or trends were apparent.

Table 3
Variables and Measures Selected for Evaluation of the Project's Impact on the Total School Environment

Dependent Variables	Measure
Pupil	
Academic progress	Achievement Test Scores and Grades
Personal-social adjustment	California Test of Personality
Attendance	Attendance Records
Teachers	
Satisfaction with pupil personnel program	Pupil Services Expectation & Fulfillment Questionnaire
Perception of pupil personnel workers' roles	Situation Sheet
Attitudes toward pupils	Dimensions of Teachers' Opinions
Administrators	
Satisfaction with pupil personnel program	Pupil Services Evaluation Questionnaire

Independent (Control) Variables	Measure
Pupils	
Scholastic aptitude	Intelligence Tests
Socio-economic status	U.S. Census Report
Teachers	
Age	State Department of Education Report
Experience	State Department of Education Report
Level of Education	State Department of Education Report
Schools	
Pupil Enrollment	State Department of Education Report
Per pupil expenditure of funds	State Department of Education Report

Table 4
School District Tests
Serving as
Criterion References for Aptitude and
Achievement Measures

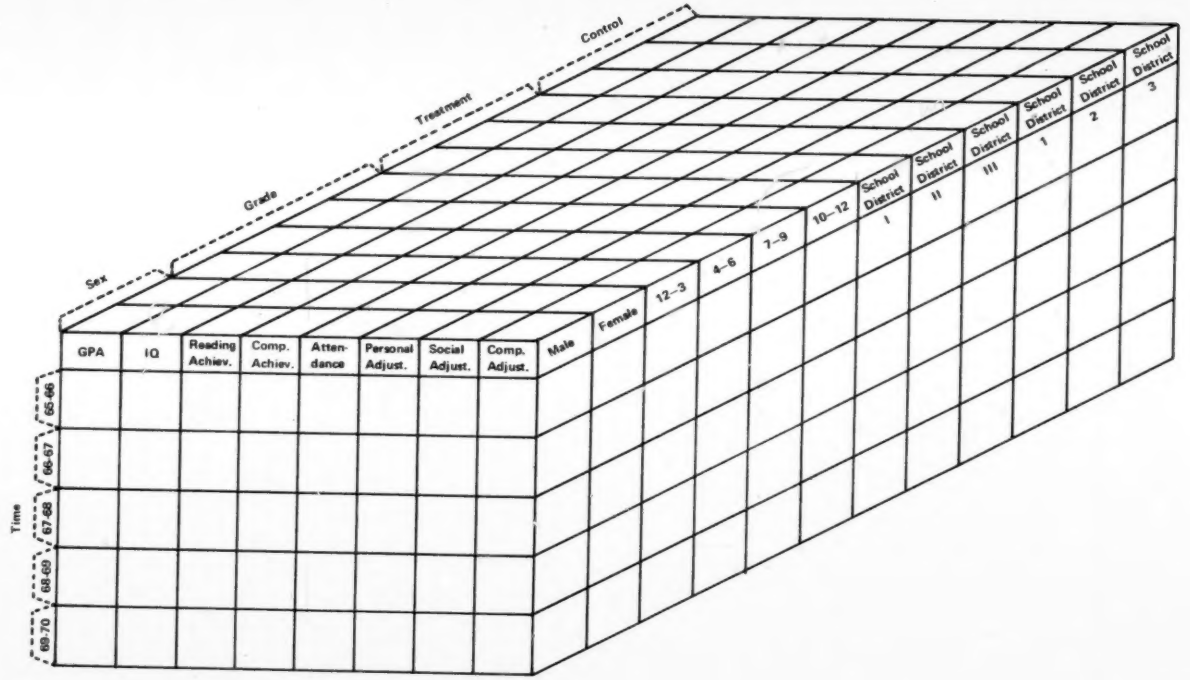
School District	Aptitude Tests			Achievement Tests		
	1-3	4-6	7-12	1-3	4-6	7-12
Experimental A	KA	KA	Hen Nel	ITBS	ITBS	STEP
Experimental B	Otis	Hen Nel	Hen Nel	Stan	ITBS	STEP
Experimental C	PMAT Met Rd Otis	Otis	Hen Nel	Stan	Stan	STEP
Control A	L-T	L-T	Hen Nel	Met Ach ITBS	ITBS	STEP
Control B	Hen Nel	Hen Nel	Hen Nel	ITBS	ITBS	STEP ITBS
Control C	L-T	L-T	L-T Hen Nel	SRA	SRA	STEP

Aptitude Tests
KA = Kuhlman Anderson
Otis = Otis Quick Scoring
PMAT = Primary Mental Abilities Test
Met Rd = Metropolitan Readiness Test
Hen Nel = Henmon Nelson
L-T = Lorge Thorndike

Achievement Tests
ITBS = Iowa Test of Basic Skills
Stan = Stanford Achievement Test
Met Ach = Metropolitan Achievement Test
SRA = Science Research Associates Achievement Test
STEP = Sequential Test of Educational Progress
SCAT = School and College Ability Test

Table 5

Schematic Representation of Variables Analyzed for Differences in GPA, IQ, Reading Achievement, Composite Achievement, Attendance, and Personal-Social Adjustment by Treatment, Grade, Sex and School District.



Full Model $V(410)=a_1V(1)+a_2V(2)+a_3V(3)\ldots a_{409}V(409)+E$

Attendance

1. Pupils in experimental schools demonstrated a significant reduction in absences as compared with pupils in control schools over the three year duration of the program. (P .05)
   a. Attendance of K-6 pupils in experimental schools tended to become consistently better than attendance of K-6 pupils in control schools over the three year duration of the program.
   b. Attendance of grades 7-10 pupils was better in two experimental school districts than in their paired control districts when change of attendance over time was considered. (P .05).
2. Attendance of pupils in the third pair of school districts demonstrated a positive growth trend in favor of the pupils receiving a full complement of pupil services.

Aptitude. No trends or differences in aptitude scores were observed by analysis of treatment groups over time.

Analysis of the 10 percent random sample of pupils representing the total school population favored growth in academic achievement, personal adjustment and improved attendance as relative to the impact of a pupil services team in the schools. Aptitude and social adjustment appeared not to be affected by the presence of a pupil services team. No trends or differences between sexes were apparent.

Impact on Teachers

Expectations of Teachers and Administrators for Pupil Services. The Pupil Services Expectation Questionnaire (PSEQ) was devised by the Interprofessional Research Commission on Pupil Personnel Services at the University of Maryland and revised for purposes of the project. The PSEQ was used to get reactions from teachers regarding their expectations for pupil personnel services, and also as a global measure of satisfaction and readiness to accept or utilize services. Before services were initiated, the PSEQ was administered to 538 school personnel and 31 pupil personnel specialists. They were asked to rate the degree of beneficial effect they expected the services to have on the ten areas listed on the questionnaire. The major findings of this survey can be summarized as follows:

1. There was a high degree of agreement among school personnel regarding the areas of expected pupil personnel involvement;
   School personnel agreed that item 4 (Pupils' emotional adjustment) should receive the greatest degree of beneficial effect from pupil personnel services, and item 6 (Teachers' understanding of child behavior) and item 5 (Pupil's opinion of themselves) were equally assigned the next highest priority;
   School personnel agreed that item 3 (Pupils' attendance), item 1 (Pupils' academic progress) and item 9 (Parents' attitude toward the school) would be least affected by pupil personnel services.
2. No significant difference in expectations was found between school districts served by teams and those served by individual specialists.
3. Pupil personnel specialists differed significantly from all other personnel in the schools in that they expected to be of greater benefit to all ten areas of concern.

Pupil Services Expectation Questionnaire
CESA Agency No. 13
Pupil Personnel Services Project

Indicate your position in the school system: Elementary Teacher _____ Junior H. S. Teacher _____ H.S. Teacher _____ Administrator _____ Other (Specify) _____
(If you have more than one job, indicate % of time spent on each one).

School District _____

This year one or more full-time or part-time pupil personnel services workers (a counselor, a psychologist, a social worker, reading specialist, or psychometrist) has been assigned to your school. We are interested in learning about your reactions to this program. Please indicate below the degree of beneficial effect you believe this person (or persons) had on the ten items listed below. For each of these, mark the space provided which corresponds to your reaction to the services of the pupil personnel service worker. Do so even though you may be uncertain of your reactions.

If you care to, please comment on the kinds of help *you* might especially appreciate receiving from this program. Use the back of the page to write comments.

	a. Considerable	b. Some	c. Very little	
1.	____	____	____	1. Pupils' academic progress
2.	____	____	____	2. Pupils' classroom behavior
3.	____	____	____	3. Pupils' attendance
4.	____	____	____	4. Pupils' emotional adjustment
5.	____	____	____	5. [illegible] opinion of themselves as learners (self-esteem)
6.	____	____	____	6. [illegible]chers' understanding of child behavior & development
7.	____	____	____	7. T[illegible]ility to deal with pupil problems
8.	____	____	____	8. Pa[illegible]titude toward their children
9.	____	____	____	9. Pare[illegible]titude toward the school
10.	____	____	____	10. [illegible]al [illegible]l climate conducive to the optimal [illegible]opme[illegible] of children and optimal learning

Since it was believed that another measurement with the PSEQ might produce a global measure of satisfaction with services, the Fulfillment Questionnaire was administered to the same groups at the end of the first year of the project.

Pupil Services Fulfillment Questionnaire
CESA Agency No. 13
Pupil Personnel Services Project

Indicate your position in the school system: Elementary Teacher _____ Junior H. S. Teacher _____ H.S. Teacher _____ Administrator _____ Other (Specify) _____

This year one or more full-time or part-time pupil personnel services workers (a counselor, a psychologist, a social worker, reading specialist, or psychometrist) has been assigned to your school. We are interested in learning about your reactions to this program. Please indicate below the degree of beneficial effect you believe this person (or persons) had on the ten items listed below. For each of these, mark the space provided which corresponds to your reaction to the services of the pupil personnel service worker. Do so even though you may be uncertain of your reactions.

If you care to, please comment on the kinds of help *you* might especially appreciate receiving from this program. Use the back of the page to write comments.

	a. Considerable	b. Some	c. Very little	
1.	____	____	____	1. Pupils' academic progress
2.	____	____	____	2. Pupils' classroom behavior
3.	____	____	____	3. Pupils' attendance
4.	____	____	____	4. Pupils' emotional adjustment
5.	____	____	____	5. Pupils' opinion of themselves as learners (self-esteem)
6.	____	____	____	6. Teachers' understanding of child behavior & development
7.	____	____	____	7. Teachers' ability to deal with pupil problems
8.	____	____	____	8. Parents' attitude toward their children
9.	____	____	____	9. Parents' attitude toward the school
10.	____	____	____	10. A general school climate conducive to the optimal development of children and optimal learning

Analysis of these results and a comparison with the previous data indicated that at the end of the year

1. All six districts were more satisfied with the services (.05 level);
   Administrators reported a greater degree of satisfaction than elementary teachers and high school teachers (.05 level) in both experimental and control schools;
   Junior high teachers reported a greater degree of satisfaction than elementary teachers and high school teachers (.05 level) in both experimental and control schools;
2. Responses from the three experimental school districts indicated a greater degree of satisfaction with item 1 (Pupils' academic progress), item 2 (Pupils' classroom behavior), item 7 (Teachers' ability to deal with pupils' behavior) and item 4 (Pupils' emotional adjustment) than responses from the three control school districts (.05 level);
   The greatest degree of satisfaction among staff for all six school districts was obtained for item 4 (Pupils' emotional adjustment);
   The three control school districts showed greater degree of satisfaction than the experimental school districts on item 8 (Parents' attitude toward the school) and item 3 (Attendance) (.05 level).
3. Expectations for pupil personnel involvement were greater than the degree of satisfaction in all six school districts (.05 level).

This instrument proved useful as a measure of readiness of the various school districts to accept and to utilize the services provided. It identified areas of misunderstanding and pointed out the need for greater communication with teachers regarding the purpose and function of various services.

Teachers' Perceptions of the Roles Performed by Pupil Personnel Workers. An instrument, The Situation Sheet, was used to study the role perceptions held by teachers for the various pupil personnel specialists. (The situation sheet used in this study was adopted from an instrument developed by the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS) from a form previously devised by Wiens in a 1951 study of pupil services in large cities.) This form contains typical school situations and a list of people who might handle each of the situations.

The instrument was administered at the start and at the end of the first year of the project to 538 teachers from the three control and [illegible]e experimental school districts. During both administrations the teachers were asked to select from among the following the person who currently would handle the incident in his school: counselor, psychologist, teacher, nurse, administrator, social worker, reading specialists, speech correctionist. Three people could be selected for each situation. The respondents were then asked to react to the same situations but were told to select the person whom they would prefer to have handle each incident assuming that their school had all the personnel listed above. The second type response was referred to as the ideal situation.

SITUATION SHEET NO. I
CESA No. 13 - Pupil Personnel Services Project

Indicate your position in the school system: Elementary Teacher _____ Junior H. S. H. S. Teacher ____ Administrator ____ Other (Specify) _____
School District _____

INSTRUCTIONS: Some typical school situations are listed on this form. Also listed are people who might handle each of these situations. Make a mark in the row to the right of each situation in the column corresponding to *the person who usually handled the situation in your school last year.* If more than one of the indicated people handled a situation, up to three people could be marked for each situation. After completing this page, turn to situation sheet No. II (pink copy and follow the directions.

EVERYONE ANSWER QUESTIONS 1-21	Counselor	Psychologist	Teacher	Nurse	Administrator	Social Worker	Reading Specialist	Speech Correctionist
1. A pupil needs to be referred to a community agency for help.	___	___	___	___	___	___	___	___
2. A case conference with the parents of a child needs to be arranged because the child is not making adequate academic progress.	___	___	___	___	___	___	___	___
3. A case history of a student must be prepared.	___	___	___	___	___	___	___	___
4. A student is said to have parents who mistreat him. A home visit seems necessary in order to investigate the problem.	___	___	___	___	___	___	___	___
5. Some students need to be given achievement tests.	___	___	___	___	___	___	___	___
6. A recent transfer student has given the teacher a birth date which does not seem realistic. Who should verify the birth record?	___	___	___	___	___	___	___	___
7. A student has become a behavior problem in class and out.	___	___	___	___	___	___	___	___
8. There is a strong suspicion that a student's frequent absences are unjustified.	___	___	___	___	___	___	___	___
9. A child seems unable to learn to read properly in spite of the teacher's efforts.	___	___	___	___	___	___	___	___
10. A number of new students need to be given a group intelligence test.	___	___	___	___	___	___	___	___
11. There is a question raised as to the proper academic placement of a student.	___	___	___	___	___	___	___	___
12. A pupil needs to be given an individual intelligence test.	___	___	___	___	___	___	___	___
13. Some pupils are in need of shoes and warm clothing, and eat no lunch at school.	___	___	___	___	___	___	___	___

14. One of your pupils cannot get along with either teachers or his classmates. ____ ____ ____ ____ ____ ____ ____ ____
15. One of the students seems very withdrawn and unhappy. ____ ____ ____ ____ ____ ____ ____ ____
16. A student of average ability is failing four out of five subjects. ____ ____ ____ ____ ____ ____ ____ ____
17. As part of a juvenile court hearing, the judge has asked that someone from the school report on a pupil's academic and social adjustment. ____ ____ ____ ____ ____ ____ ____ ____
18. A child often stammers when he speaks. ____ ____ ____ ____ ____ ____ ____ ____
19. A student is constantly late for school. ____ ____ ____ ____ ____ ____ ____ ____
school.
20. A parent conference must be arranged for a child who exhibits behavior maladjustment. ____ ____ ____ ____ ____ ____ ____ ____
21. A child is inattentive and often seems confused when given simple spoken instructions. ____ ____ ____ ____ ____ ____ ____ ____

SECONDARY SCHOOL PEOPLE *ONLY* ANSWER THE FOLLOWING:

22. A student needs some help in planning his educational program for the coming year. ____ ____ ____ ____ ____ ____ ____ ____
23. A student has been expelled from school and a follow-up must be made to determine what has become of him. ____ ____ ____ ____ ____ ____ ____ ____
24. Although fourteen year olds are forbidden by law to work after seven in the evening on school nights, a student works late and then sleeps in class. ____ ____ ____ ____ ____ ____ ____ ____
25. A student needs some help in deciding what occupation he wishes to consider for the future. ____ ____ ____ ____ ____ ____ ____ ____
26. There is a need for some type of classes for students in areas such as budgeting of time, personal-social problems and occupational exploration. ____ ____ ____ ____ ____ ____ ____ ____
27. A diagnostic study needs to be made to determine whether a child should be placed in a class for the physically handicapped. ____ ____ ____ ____ ____ ____ ____ ____

SITUATION SHEET NO. II

INSTRUCTIONS: On this form make a mark in the row and column as on form I except in this case the mark should be for the person whom you would *prefer* to have handle each situation assuming your school *had all of the indicated personnel.* If more than one of the indicated people is preferred for a situation, up to three people can be marked.

EVERYONE ANSWER QUESTIONS 1-21	Counselor	Psychologist	Teacher	Nurse	Administrator	Social Worker	Reading Specialist	Speech Correctionist
1. A pupil needs to be referred to a community agency for help.								
2. A case conference with the parents of a child needs to be arranged because the child is not making adequate academic progress.								
3. A case history of a student must be prepared.								
4. A student is said to have parents who mistreat him. A home visit seems necessary in order to investigate the problem.								
5. Some students need to be given achievement tests.								
6. A recent transfer student has given the teacher a birth date which does not seem realistic. Who should verify the birth record?								
7. A student has become a behavior problem in class and out.								
8. There is a strong suspicion that a student's frequent absences are unjustified.								
9. A child seems unable to learn to read properly in spite of the teacher's efforts.								
10. A number of new students need to be given a group intelligence test.								
11. There is a question raised as to the proper academic placement of a student.								
12. A pupil needs to be given an individual intelligence test.								
13. Some pupils are in need of shoes and warm clothing, and eat no lunch at school.								
14. One of your pupils cannot get along with either teachers or his classmates.								
15. One of the students seems very withdrawn and unhappy.								

16. A student of average ability is failing four out of five subjects. ____ ____ ____ ____ ____ ____ ____ ____
17. As part of a juvenile court hearing, the judge has asked that someone from the school report on a pupil's academic and social adjustment. ____ ____ ____ ____ ____ ____ ____ ____
18. A child often stammers when he speaks. ____ ____ ____ ____ ____ ____ ____ ____
19. A student is constantly late for school. ____ ____ ____ ____ ____ ____ ____ ____
20. A parent conference must be arranged for a child who exhibits behavior maladjustment. ____ ____ ____ ____ ____ ____ ____ ____
21. A child is inattentive and often seems confused when given simple spoken instructions. ____ ____ ____ ____ ____ ____ ____ ____

SECONDARY SCHOOL PEOPLE *ONLY* ANSWER THE FOLLOWING:

22. A student needs some help in planning his educational program for the coming year. ____ ____ ____ ____ ____ ____ ____ ____
23. A student has been expelled from school and a follow-up must be made to determine what has become of him. ____ ____ ____ ____ ____ ____ ____ ____
24. Although fourteen year olds are forbidden by law to work after seven in the evening on school nights, a student works late then sleeps in class. ____ ____ ____ ____ ____ ____ ____ ____
25. A student needs some help in deciding what occupation he wishes to consider for the future. ____ ____ ____ ____ ____ ____ ____ ____
26. There is a need for some type of classes for students in areas such as budgeting of time, personal-social problems and occupational exploration. ____ ____ ____ ____ ____ ____ ____ ____
27. A diagnostic study needs to be made to determine whether a child should be placed in a class for the physically handicapped. ____ ____ ____ ____ ____ ____ ____ ____

The percent of time that each pupil service worker was chosen for a situation was used as raw data. The present situation (percent) was subtracted from the ideal (percent) on the pre-test and on the post-test. The difference between present and ideal on the pre-test and post-test became the measure of movement toward or away from the ideal situation during the time pupil services were actually available.

In brief the findings can be summarized as follows:

1. In experimental districts with a full complement of pupil services, the responses indicated that administrators and teachers handled fewer incidents and preferred to utilize the psychologist and social worker;

2. Teachers were selected less in 66 percent of the incidents on the post-test in all six districts;
3. The percent of change between present and ideal situations was less on all post-tests (for all school districts elementary teachers and secondary teachers) than it was on the pre-tests indicating that teachers perceived a more "ideal" situation prevailed at the end of the first year of the study;
4. Psychologists and social workers were chosen less than 5 percent of the time under the present, but more than 15 percent of the time under ideal for all school districts.

Before services were initiated, school personnel apparently believed that too many behavioral situations were being handled by teachers and principals when ideally they should have been handled by pupil personnel workers, especially psychologists and social workers. After one year of the project, all school personnel in all of the six districts viewed these same situations as being more ideally handled than before, i.e., by pupil personnel workers rather than by teachers or administrators. Although no significant differences between control and experiment districts were found, the trend in data indicated that the listed behavioral incidents were being handled more ideally when a full complement of pupil services was available as compared with districts receiving only minimal services from individual workers. A definite need was expressed for more psychological and social work services in all of the six school districts in the study.

Teacher Attitudes Toward Pupils. Recent research by Plaut, Bindman, and Caplan, (22,1,3,) who have directed attention toward teacher attitudes, shows that the essence of "consultee-centered" case consultation lies in the assistance the consultant renders in removing or reducing the influence of personal idiosyncracies or problems in the consultee's work with his clients and that mental health consultation stems from crises theory Therefore, a teacher is more effective in assisting a student through consultative intervention than at a time of relative psychological equilibrium. Hence the hypothesis was drawn in the Exemplary Program that pupil service workers could successfully consult and collaborate with teachers and supervisors to increase their effectiveness with specific children through development of insight and skill in dealing with students' needs. Teacher attitude change was considered one major measure of the impact of the Pupil Services project.

The Dimensions of Teachers' Opinions (DOTO), is an instrument devised by the Interprofessional Research Commission on Pupil Personnel Services at the University of Maryland (see Appendix A). It is used to measure teacher attitudes related to beliefs that affect the mental health of children.

The original 110 item instrument underwent several revisions until a final 35 item test was developed (see Appendix B). The test was administered to all teachers and pupil personnel specialists in the six treatment and control school districts prior to the 1967-68 school year and every spring during the three years of the project.

In the process of test revision, five (5) constructs or subscales were identified through verimax principle components factor analysis. The factors identified

were:

1. Permissive vs. Authoritarian
2. Sophisticated vs. Naive Management of Children's Behavior
3. Sensitivity or Awareness of Individual Qualities of Children
4. Mental Health Concepts
5. Teacher vs. Pupil Personnel Worker Attitudes

Teacher and pupil personnel responses were analyzed from three distinct approaches on each subscale and composite test.

1. product moment correlations.
2. comparison of mean scores.
3. comparision of differences between teacher responses and pupil personnel worker responses. (Raw data consisted of differences between teacher groups and pupil personnel worker mean scores. Size of the standard deviation served as a measure of degree of group concurrence.)

Summary and Conclusions. The goal to change attitudes and increase teacher and supervisor effectiveness with specific children was only partially achieved.

1. High positive correlations between *all* teacher and pupil service responses were evident during the three years of the project.
2. As the project progressed, experimental teacher responses were increasingly negative as compared with pupil service staff responses on the DOTO. The growing difference between teachers and staff was interpreted as teacher resistance to the imposed change. Having originated from a newly formed regional agency, pupil service staff were viewed by teachers as being possessed of less structured time schedules than themselves and to some extent foreign to the school operation.
3. During the last year of the project, experimental teachers *all* drastically shifted their attitudinal responses to be more in accord with pupil service staff attitudes. The time required for teachers to internalize the program focus could be responsible for their shift in attitude response during the third year. It also follows that continuation of the program would more fully allow for development of observable meaningful trends.
4. Experimental teachers held less group consensus of response than their corresponding control groups. When interpreted as a part of the dynamics of attitudinal change, the greater diversity of staff responses could indicate the presence of acceptance-rejection behavior on the part of teachers who were experiencing the new situation. They were possibly proceeding to evaluate the experience prior to their own act of adopting or rejecting as a part of their behavior.
5. Experimental teachers with less academic experience (1 and 2 year certification programs) were less able to change attitude than teachers with greater academic experience. It appears that attitudes valued by pupil service staff may correlate positively with teacher degree of academic experience or level of certification.

6. The high degree of similarity in attitude trends of both experimental and control groups implies a common stimulation to teacher attitude change from causes outside the project. Intervening variables may have been the following:

   a. Student unrest on university campuses compounded by fear that such activity might spread to the elementary and secondary schools.
   b. The newness and lack of understanding of the purpose of the regional agency from which the project was developed and administered.

The findings support the conclusion that with continuation of the project teachers and supervisors might continue to grow in mental health awareness (pupil personnel point of view) and consequently more appropriate teacher behavior toward children in the classroom could be realized.

Impact on Administrators

In January during the first two years of the project, the Pupil Services Evaluation Questionnaire was sent to all school administrators in the seventeen school districts. The "open-ended" questionnaire solicited comments from administrators on the following five areas:

1. Satisfaction with the general functioning of the program in their school;
2. Effectiveness of pupil personnel workers;
3. Reactions of teachers to the services;
4. Reactions of the community to the program;
5. Recommendations and suggestions for improvement of the services.

Scrutiny of the administrators' responses indicated over 75 percent reported the functioning and effectiveness of the program to be either good or excellent. The PSEQ also gave administrators the opportunity to make recommendations and suggestions for improving the effectiveness of the program in their schools. These recommendations were tabulated and are presented in order of frequency mentioned:

1. More service needed;
2. Better communication techniques to keep teachers, administrators, and parents informed of progress with specific children;
3. Need for more structure (clearer definition of roles and schedules);
4. Greater community awareness and understanding of program.

Relatively few criticisms were received and most of them seemed to focus on "technical" problems such as schedules, communication procedures and role identification rather than on the quality of the services rendered to meet the needs of children. In fact, the most frequent comment was that they were not receiving enough services. As a result of the information obtained from these questionnaires, changes were made in the structure of services and considerably more effort was devoted to communicating with teachers, administrators and the general public through the use of newsletters, brochures, news releases meetings and other devices.

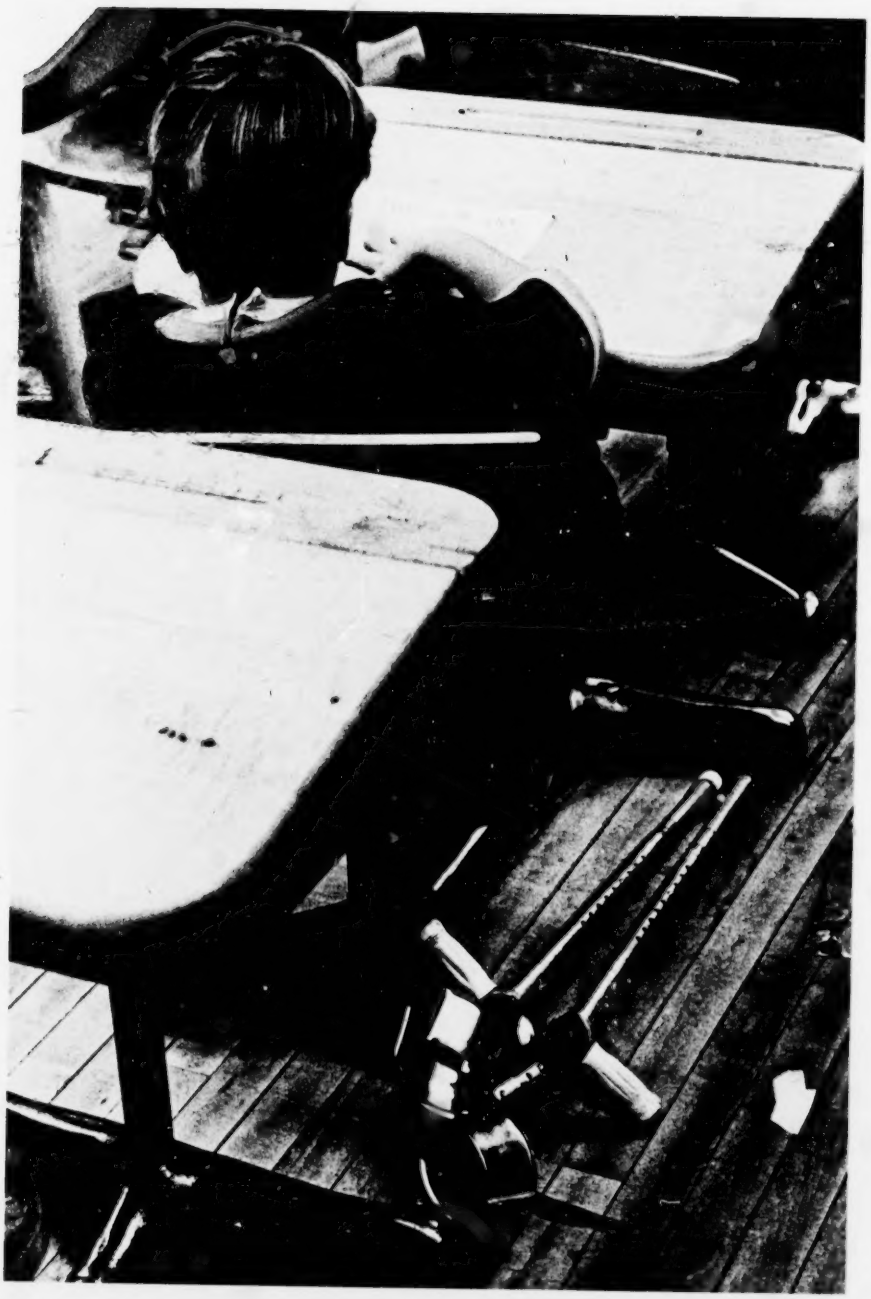


Photo Courtesy of NEA

V Descriptive Data on Pupils Referred for Services

As mentioned earlier, it was believed necessary to provide for process evaluation as well as product evaluation. It was considered important to detect weaknesses early in the project in order to strengthen on-going programs. Thus, evaluation procedures provided for the continuous flow of information so that plans and procedures could be refined as the project progressed.

Several instruments were used to obtain continuous project evaluation. The Pupil Services Evaluation Questionnaire, described previously, was constructed to obtain reactions from administrators regarding the on-going effectiveness of the program in each of the school districts. The instrument also provided information on individual pupil personnel workers, the reactions of the school staff and the community to the services and suggestions for improving the program. A similar form was also developed to obtain reactions from the pupil personnel staff. (Reactions of teachers to the services were obtained through the use of another device which is also used for evaluation of services rendered to specific pupils. This form will be discussed later.)

It was also considered necessary to provide for the routine collection of descriptive data during the course of the project in order to answer the following questions.

- What was the frequency of children referred for services by sex and grade?
- Who referred children for services?
- What were the reasons for pupil referral?
- What were the major difficulties interfering with pupil school adjustment?
- What types of additional services were recommended for these children by pupil personnel workers?

Each of the full-time pupil personnel workers was required to keep a continuous record of actual tasks and functions performed on every child referred for services. To record this data, a Case Report Form was developed. This form provided information on the following broad areas:

Pupil identity information;
Referral information;
Actions taken on the referral;
Major difficulties interfering with the child's adjustment;
Major focus of efforts to help the child;
Primary communication method;
Purpose of the action;
Recommendations;
Current status of the case;
Professional identity of those working on the case.

The original form was later revised and expanded into the Case Summary Report.

Some of the data obtained on the children referred to pupil personnel workers during the three years of the project are presented in Tables 6, 7, 8, 9, and 10. A review and summary of this data indicated that:

1. More than twice as many elementary children were referred for

services than secondary school pupils;
2. More than twice as many males than females were referred for services;
3. Teachers initiated most of the referrals;
4. Both male and female pupils were most often referred for problems with academic achievement and classroom behavior;
5. Emotional and social problems were the major difficulties interfering with pupil adjustment in school according to the pupil personnel workers;
6. The most frequent recommendations by pupil personnel workers for children referred to them were individual counseling for pupils and case work for parents.

Table 6
Frequency of Pupils by Grade and Sex Referred for Services from 1967-1970

Grade	Female	Male	Total Referred
K	157	275	432
1	133	299	432
2	105	343	448
3	125	323	448
4	108	262	370
5	77	250	327
6	80	198	278
7	65	178	243
8	73	147	220
9	60	136	196
10	76	153	229
11	71	107	178
12	41	49	90
Sp. Ed.	126	253	379
	1,297	2,973	4,270

Table 7
Frequency of Source of Pupil Referral by Sex from 1967-1970

Referral Source	Female	Male	Total Referred
Teacher	779	1,873	2,652
Principal	171	462	633
Parent	40	88	128
Counselor	209	431	640
Self	24	19	43
Other	124	324	448

Table 8

Frequency By Grade and Sex Of Reasons For Pupil Referral From 1968-1970

Reason For Referral	Grade														Sex	
	K	1	2	3	4	5	6	7	8	9	10	11	12	SpEd	F	M
1. General academic progress	157	192	183	183	136	98	82	82	58	40	75	47	11	50	347	1050
2. Classroom behavior	75	84	96	98	86	61	56	55	62	47	37	25	8	25	149	668
3. Attendance	9	8	3	6	7	7	4	19	17	13	21	13	6	10	55	92
4. Emotional adjustment	91	82	69	101	68	70	34	54	54	39	46	42	28	34	232	581
5. Social adjustment	102	52	44	70	60	66	49	48	42	36	40	26	8	17	256	487
6. Physical development or adjustment	61	38	33	41	22	12	7	15	5	8	6	5	1	5	56	206
7. Pupil's opinions of himself	0	6	9	20	11	24	26	19	18	10	19	14	4	3	42	141
8. Teacher's understanding of pupil's behavior	59	61	49	49	41	34	27	21	20	15	15	11	1	8	64	347
9. Teacher's ability to cope with pupil's behavior	28	22	28	31	22	16	14	17	19	15	11	6	1	10	18	222
10. Parents' attitude toward child	9	14	10	18	23	13	16	15	10	12	11	17	9	12	51	142
11. General home conditions	38	32	43	49	33	28	19	25	20	18	26	18	6	25	114	268
12. Reading progress	1	51	77	53	45	26	22	21	14	13	40	11	1	10	72	313
13. Routine evaluation of intellectual ability	20	9	19	18	8	6	6	10	7	6	6	4	0	171	69	223
14. Ability	47	64	46	53	46	39	16	21	13	19	15	17	12	25	128	312

Table 9

Frequency By Grade and Sex Of Major Difficulties Interfering With Pupil School Adjustment From 1967-1970

Major Difficulty	Grade														Sex	
	K	1	2	3	4	5	6	7	8	9	10	11	12	SpEd	F	M
1. Intellectual ability	106	73	76	64	35	41	34	31	26	36	17	19	7	248	272	561
2. Reading ability	5	28	48	47	43	50	36	23	16	34	25	20	7	24	87	332
3. Physical development or adjustment	62	57	38	35	26	17	9	11	7	7	6	3	4	21	94	211
4. Emotional development or adjustment	131	123	139	147	124	111	95	87	80	54	78	71	48	76	404	969
5. Social development or adjustment	85	61	76	65	76	93	78	57	70	51	43	35	21	40	249	609
6. Relationship with teacher	7	20	17	34	38	23	20	26	14	10	8	8	3	8	52	183
7. Relationship with parents	44	41	48	41	59	47	40	45	30	30	39	39	24	14	152	372
8. Total school climate	4	10	13	12	17	16	16	17	17	13	17	5	4	16	28	137
9. General home conditions	64	74	97	76	74	75	48	61	38	32	31	32	17	45	271	509
10. Other	32	41	47	35	37	25	15	15	7	14	28	19	10	20	105	236

Table 10
Frequency Of Specialists' Recommendations
For Pupils Referred From 1967-1970

Recommendation	F	Total F
Change of grade placement		
(a) Higher	108	
(b) Lower	150	
		258
Change of School Program		703
Special Class		
a) Retarded	393	
b) Emotionally Disturbed	163	
c) Physically Handicapped	14	
d) Neurologically Impaired	38	
e) Gifted	54	
		662
Change of Teachers		141
Change of Schools		104
Case Work with Parents		1,761
Individual Counseling		1,841
Group Counseling		594
Educational-Vocational Counseling		410
Further Diagnostic Testing		604
Medical or Neurological Examination		681
Remedial Reading		184
Removal from Home		104
Speech Correction		230
Expulsion from School		13
Vocational School		40
Combination of the above		1,148

One goal of the project was to provide remedial services for children exhibiting difficulty adjusting to school. Originally, it was expected that after an initial influx of referrals, the number of referrals would gradually decrease. In fact, after taking staff increases into consideration, the number of pupils referred remained relatively constant each year. However, the types of pupils referred shifted from children with "superficial" behavioral problems to those with more severe emotional, social, or learning problems. An increasing number of pupil referrals were initiated by parents either directly to staff members or indirectly through teachers.

The Case Report Form served several useful purposes in the program. It provided descriptive information on the pupils served and the nature of the referral process. The continuous use of this instrument helped determine the most effective procedures, patterns and organization for pupil personnel services in various school districts. By correlating this data with other information obtained on the actual functions performed by pupil personnel workers, it was hoped that the specific kinds of services that effect positive changes in a child's growth and development could be delineated.

CASE SUMMARY REPORT
PUPIL PERSONNEL SERVICES
COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 13

Pupil's Name _____ Age ____ Grade ____ Sex ____

School _____ School District _____

Date of Referral _____

(Circle all appropriate numbers below.)

REFERRED BY: 1. Teacher 2. Principal 3. School Counselor
4. Self (Pupil) 5. Parent 6. Other (Specify) _____

REASONS FOR REFERRAL:

1. General academic progress.
2. Classroom behavior.
3. Attendance.
4. Emotional adjustment.
5. Social adjustment.
6. Physical development or adjustment.
7. Pupil's opinion of himself (Self-esteem).
8. Teacher's understanding of pupil's behavior.
9. Teacher's ability to cope with pupil's behavior.
10. Parents' attitude toward child.
11. General home conditions.
12. Reading progress.
13. Routine evaluation of intellectual ability (Special ed. pupils, etc.).
14. Other (Specify) _____

ADJUSTMENT PROBLEMS (Your opinion of the major difficulty interfering with this child's school adjustment - circle only *one* number):

1. Intellectual ability.
2. Reading ability.
3. Physical development or adjustment (Health).
4. Emotional development or adjustment.
5. Social development or adjustment.
6. Relationship with teacher (Teacher's understanding of or ability to cope with child's behavior).
7. Relationship with parents.
8. Total school climate.
9. General home conditions.
10. Other (Specify) _____

RECOMMENDATIONS (Mark all recommendations you believe this child requires at this time *even if unavailable.* Underline those recommendations *actually* made or will be made to school personnel):

1. Change of class placement:
   a) Higher. b) Lower.
2. Change of school program.
3. Special class:
   a) Retarded.
   b) Emotionally disturbed.
   c) Physically handicapped.
   d) Neurologically impaired.
   e) Gifted.
4. Change of teachers.
5. Change of schools.
6. Case work with parents.
7. Individual therapy.
8. Group therapy.
9. Educational-vocational counseling.
10. Further diagnostic testing.
11. Remedial reading.
12. Medical and/or neurological examination.
13. Removal from home (Institution or foster home).
14. Speech correction.
15. Expulsion from school.
16. Vocational school.
17. Other (Specify) _____

CURRENT STATUS OF CASE: 1. Closed (Date) _____
2. Open

PROFESSIONAL IDENTIFICATION: 1. Social Worker 2. School Counselor
3. Psychologist 4. Reading Consultant 5. Psychiatrist
6. Pediatrician 7. Consulting Teacher 8. Other _____

Name _____ Date _____

VI Impact of the Project on Children Referred for Services

The purpose of this aspect of the evaluation was to obtain an immediate, subjective evaluation of the effectiveness of pupil services provided to the schools served by the Agency. Since most of the referrals were initiated by teachers with a specific concern expressed at the time of referral, it was believed that the teacher could best determine whether improvement had or had not taken place.

Teacher Evaluation of Improvement

A Follow-up Form was devised specifically as a means of evaluating the degree of improvement of children referred for pupil personnel services.

Teachers were to check those areas relevant to the particular child referred and then indicate degree of improvement in each of the checked areas. Degree of improvement was on a three point scale: (1) shows much improvement; (2) shows some improvement; (3) shows no improvement. The speed with which services were performed was rated by the teacher. Space was also provided for an indication of satisfaction with the services.

Thus, the purpose of the Pupil Follow-up Form was twofold: (1) to obtain teachers' opinions on the degree of improvement of children referred; (2) to afford an opportunity for the individual who initiated the referral to comment on the speed and effectiveness of services rendered to individual pupils. Follow-up Forms were sent directly to the teachers six weeks after the referrals were initiated.

A 97 percent return of Follow-up Forms was achieved. The results of teacher ratings of improvement are presented in Tables 11 through 15. Data from routine evaluations of intelligence, general home conditions, reading ability and satisfaction ratings were not obtained during the first year of the study. Re-referrals were also omitted. The total referrals for the three year period consisted of 3,083 pupils. It should be noted that the checking of several concerns for a single child increased the total frequency of the categories to more than the number of pupils referred. For comparison purposes, degrees of change were combined to show either "improvement" of "no improvement."

A summary of the data in these tables reveals that:

1. Taking into consideration the increase in staff during the third year, the number of referrals remained relatively constant during the three years of the project;
2. The most frequent areas of concern in referring children were pupil academic progress, emotional adjustment and classroom behavior;
3. Relatively less concern was expressed through referrals for pupil reading progress, physical adjustment, attendance and general home conditions;

SCHOOL FOLLOW-UP REPORT
COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 13

Pupil's Name _____ Age _____ Grade _____ Sex _____

School _____ School District _____

Staff Member Initiating Referral _____ Date _____

1. I HAVE BEEN CONCERNED ABOUT [Place a check mark (X) in the space provided *only* for those areas that have been of concern to you about this child]:

2. AT THIS TIME THE PUPIL OR SITUATION [Indicate your opinion regarding the degree of improvement for items marked in col. I, by placing a check (X) in the appropriate space below]:

		Shows much Improvement	Shows some Improvement	Shows no Improvement
a) ____	Pupil's general academic progress.	____	____	____
b) ____	Pupil's classroom behavior.	____	____	____
c) ____	Pupil's attendance.	____	____	____
d) ____	Pupil's emotional adjustment.	____	____	____
e) ____	Pupil's social adjustment.	____	____	____
f) ____	Pupil's physical development or adjustment.	____	____	____
g) ____	Pupil's opinion of himself (Self-esteem).	____	____	____
h) ____	My understanding of pupil's behavior.	____	____	____
i) ____	My ability to deal with this child's behavior.	____	____	____
j) ____	Parents' attitude toward child.	____	____	____
k) ____	General home conditions.	____	____	____
l) ____	Reading progress.	____	____	____
m) ____	Routine evaluation of intellectual ability.	____	____	____
n) ____	Other (Specify) _____ _____	____	____	____

3. AFTER HELP WAS REQUESTED:

a) ____ A pupil personnel worker contacted me and help began within a week.
b) ____ A pupil personnel worker contacted me and help began within a month.
c) ____ A pupil personnel worker contacted me and help began longer than a month.
d) ____ No one has contacted me as yet.

4. REGARDING THE HELP RECEIVED FOR THIS PARTICULAR CHILD, I AM (Check one):

Very satisfied	Somewhat satisfied	Undecided	Somewhat dissatisfied	Very dissatisfied
____	____	____	____	____

5. COMMENTS (We would be interested in any comments you might have concerning the services you received for this child or on the project in general. Use the reverse side of this form if necessary):

_____

_____

4. The average improvement of pupils as rated by the teachers ranged from 70 percent to 93 percent depending upon the reasons for referral;
5. Ratings indicated that the greatest degree of improvement was in general home conditions;
6. The least area of improvement was the pupil attendance;
7. More than half the teachers were contacted within one week after the referrals were initiated and the speed of services improved in each successive year of the project;
8. Seventy-six percent of the teachers were satisfied or very satisfied with the services provided and their satisfaction increased during each successive year of the project.

Additional analysis of the data revealed that of the total number of pupils referred the teachers indicated that 89 percent showed some degree of improvement in at least one of the areas for which they were referred. It was also noted that there was a difference between the degree of improvement of children receiving services over an extended period of time versus those worked with for only a short period, i.e., the longer a child was worked with, the greater the degree of improvement noted.

The number of referrals remained relatively consistent throughout the three years of the project. However, ratings of pupil improvement in almost all categories and satisfaction with services increased significantly after the first year. This may have been due to problems in starting a new large scale program or may have been related to the speed with which services were rendered. Ratings of the areas in which improvement tended to take place shifted from teacher understanding and ability to control pupil behavior during the first year to improvement of pupil academic, social, emotional adjustment, self-esteem, and classroom behavior during the latter two years. This is viewed as a shift from the teacher being concerned with discipline to a teacher concern for the pupils' growth and development.

The use of this type of follow-up procedure proved very helpful to the program. It not only provided considerable descriptive data on pupils referred for services but also was a simple means of obtaining continuous feedback from teachers on the speed, satisfaction, and progress with referrals. The information was not used to evaluate individual pupil personnel workers but, when the data was broken down by teachers and schools, problem areas could be pinpointed before serious breakdown in communication occurred.

Pupil Academic Performance, Attendance and Social-Emotional Adjustment

Previously, it was stated that change in the total school population was being measured because it was believed that good pupil personnel services contribute to the optimal growth and development of *all* pupils. It seemed likely, however, that measurable changes would first occur with those pupils dealt with directly by pupil personnel workers. Thus a major focus of the evaluation was on the assessment of effectiveness in remediating the problems of pupils who demonstrated difficulties adjusting to the school situation. In order to measure effectiveness in this area, procedures were established to provide a longitudinal study of every child referred for services. Table 16 illus-

trates the pupil variables selected for examination and the instruments used to measure change.

Interpretation of the data on pupils referred for services indicated the following trends and differences:

Academic Achievement.

1. Pupils receiving a full complement of pupil services were better achievers in reading over the five years of the study than pupils receiving only minimal services from individual specialists (P .05).
2. Both grades K-6 (P .01) and grades 7-10 (P .05) experimental pupils achieved greater gains in reading achievement over the time of the study than control pupils who received assistance from individual pupil service specialists.
3. Pupils in two school districts (experimental schools) receiving the full complement of services of a team demonstrated significant growth in GPA (P .05).
4. Pupils in control school districts revealed significant changes in GPA.
5. Pupils in one experimental school district (A) displayed significantly greater growth in GPA over time than pupils in its paired control district (P .05).
6. K-6 pupils in treatment school district (C) demonstrated greater growth in GPA over time than pupils in the paired control district (P .05).

Personal-Social Adjustment. Neither trends nor differences were noted in person-social adjustment measures.

Attendance.

1. Two experimental school districts displayed more positive trends in pupil attendance than their paired control districts (P .05).
2. Improved attendance trends were noted in grades 7-10 in experimental School District B.
3. Two experimental school districts (A & B) displayed greater improvement in attendance trends than their paired control school districts.

Aptitude. Neither trends nor significant differences were observable through examination of aptitude scores. The three year duration of the study was considered too limiting to effect discernable aptitude changes.

Summary. Pupils referred for services tended to improve their reading achievement at the elementary and high school levels. Also, pupils in two school districts with a complete personnel team achieved significantly greater growth than controls in overall achievement as measured by grade point averages. Although absences increased during the five years, examination of data reveals that those pupils receiving services of a pupil personnel team demonstrated consistently better attendance than pupils in corresponding paired control school districts. Neither trends nor differences in aptitude and social-emotional adjustment were in evidence.

Table 11

Teacher Evaluation of 3,083 Pupils Referred For Services From 1967-1970

	1967-68 N=992				1968-69 N=950				1969-70 N=1141			
	Improvement		No Improvement		Improvement		No Improvement		Improvement		No Improvement	
Area of Concern	F	%	F	%	F	%	F	%	F	%	F	%
a) Pupil's academic progress	381	61.85	235	38.14	434	90.61	45	9.39	496	89.94	55	9.98
b) Pupil's classroom behavior	252	64.45	139	35.54	297	86.58	46	13.41	346	84.80	62	15.20
c) Pupil's attendance	115	58.67	81	41.32	113	81.88	25	18.11	129	73.71	46	26.28
d) Pupil's emotional adjustment	296	66.66	148	33.33	336	89.12	41	10.87	383	87.84	53	12.15
e) Pupil's social adjustment	257	65.89	133	34.10	303	90.44	32	9.55	340	85.21	59	14.79
f) Pupil's physical development or adjustment	110	52.88	98	47.11	112	89.60	13	10.40	129	87.75	18	12.24
g) Pupil's opinion of himself as a learner (self-esteem)	172	57.91	125	42.08	250	91.91	22	8.08	278	92.05	24	7.95
h) Teacher's understanding of pupil's behavior	248	80.25	61	19.74	188	76.11	59	23.88	225	76.27	70	23.73
i) Teacher's ability to deal with this child's behavior	202	72.40	77	27.59	165	82.91	34	17.08	208	80.00	52	20.00
j) Parents' attitude toward this child	148	58.26	106	41.73	184	86.38	29	13.61	226	89.68	26	10.32
k) General home conditions					185	94.87	10	5.12	211	92.14	18	7.86
l) Reading progress					192	92.75	15	7.24	218	81.95	48	18.04
m) Routine evaluation of intellectual ability					122	90.37	13	9.62	137	91.95	12	8.05
n) Other					41	87.23	6	12.76	36	78.26	10	21.74

Table 12
Rank Order by Frequency of Responses of Improvement
For 3,083 Pupils Referred For Services From 1967-1970

	Improvement		No Improvement		Total
Area of Concern	F	%	F	%	F
a) Pupil's academic progress	1311	79.65	335	20.35	1,646
d) Pupil's emotional adjustment	1015	80.75	242	19.25	1.257
b) Pupil's classroom behavior	895	78.37	247	21.63	1.142
e) Pupil's social adjustment	900	80.07	224	19.93	1,124
g) Pupil's opinion of himself as a learner (self-esteem)	700	80.37	171	19.63	871
h) Teacher's understanding of pupil's behavior	661	77.67	190	22.33	851
i) Teacher's ability to deal with this child's behavior	575	77.91	163	22.09	738
j) Parents' attitude toward this child	558	77.61	161	22.39	719
c) Pupil's attendance	357	70.14	152	29.86	509
f) Pupil's physical development or adjustment	351	73.12	129	26.87	480
l) Reading progress	410	86.68	63	13.32	473
k) General home conditions	396	93.40	28	6.60	424
m) Routine evaluation of intellectual ability	259	91.20	25	8.80	284
n) Other	77	82.79	16	17.20	93

Table 13
Rank Order Of Improvement For 3,083 Pupils
Referred For Services From 1967-1970

Area of Concern	Improvement		No Improvement	
	F	%	F	%
k) General home conditions	396	93.40	28	6.60
m) Routine evaluation of intellectual ability	259	91.20	25	8.80
l) Reading progress	410	86.68	63	13.32
n) Other	77	82.79	16	17.20
d) Pupil's emotional adjustment	1015	80.75	242	19.25
g) Pupil's opinion of himself as a learner (self-esteem)	700	80.37	171	19.63
e) Pupil's social adjustment	900	80.07	224	19.93
a) Pupil's academic progress	1311	79.65	335	20.35
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h) Teacher's understanding of pupil's behavior	661	77.67	190	22.33
j) Parents' attitude toward this child	558	77.61	161	22.39
f) Pupil's physical development or adjustment	351	73.12	129	26.87
c) Pupil's attendance	357	70.14	152	29.86

Table 14
Speed of Services Performed by
Pupil Personnel Workers from 1967-1970

Help Requested by Teacher Began	1967-68		1968-69		1969-70	
	F	%	F	%	F	%
Within a Week	317	45.81	395	58.69	561	63.32
Within a Month	248	35.84	204	30.31	215	24.27
Longer than a Month	127	18.35	74	10.99	110	12.42

Table 15
Teacher Satisfaction with Services Performed by Pupil Personnel Workers from 1968-1970*

	1968-69		1969-70	
Rating	F	%	F	%
Very Satisfactory	276	40.29	412	45.93
Satisfactory	217	31.68	273	30.43
Average	120	17.52	115	12.82
Unsatisfactory	50	7.30	49	5.46
Very Unsatisfactory	22	3.21	48	5.35

*Data for the 1967-68 school year were incomplete and thus were not included in this table.

Table 16

Pupil Variables and Measures Listing

Dependent Variable	Measure
Academic performance	Achievement tests and grades
Attendance	School records of attendance
Emotional adjustment (Including attitudes toward self)	California Test of Personality
Social adjustment (Including attitudes toward school, parents and community)	California Test of Personality

VII Continuation of the Project Without Federal Funds

Local assumption of fiscal responsibility for the project was presented in the original Operational Plan and was implemented with relatively few changes. Federal support was 100 percent for the first two years and the school districts assumed approximately one-third the cost of the-third year.

Halfway through the third year district administrators were presented with three options for the continuation of pupil services:

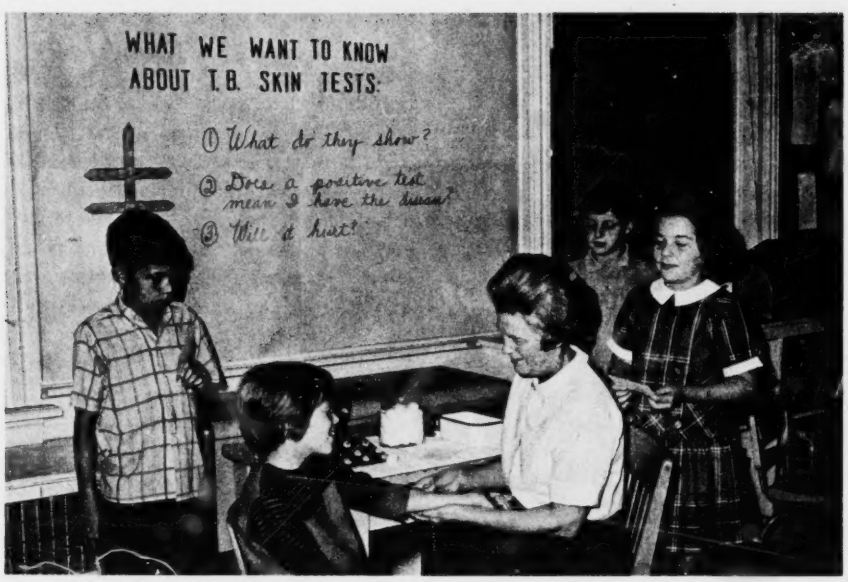
1. Local districts could absorb their portion of the program totally under their own auspices;
2. The CESA could provide the services under a shared service arrangement without centralized administration or supervision;
3. CESA could organize a "Child Development Center" which would provide a constellation of services as needed to participating districts.

The final plans adopted by the various school districts in the CESA involved elements of all three alternatives. Thirteen districts accepted a modified version of a child development center whereby the CESA provided centralized record keeping, administration and supervision of the services but with specific personnel assigned to a particular school district similar to the shared services arrangement. The remaining four school districts decided their enrollment was large enough to merit development of their own pupil personnel service program but that they would continue to purchase specific needed services from the Child Development Center. Table 17 illustrates the number of personnel in the 17 districts prior to the project, at the start of the project, and the number of requested personnel for the year after federal funding ended. The data in these tables reveal several changes. When the anticipated staff for the fourth year is compared with staff available prior to the project, it is found that there are more than twice as many psychologists, counselors and reading consultants and approximately six times as many school social workers. It appears that the goal of "establishing exemplary pupil personnel services in school districts with few or no services" has been largely accomplished.

Table 17

Type and Full-Time Equivalent
of Pupil Personnel Staff
in CESA Schools

	Prior to the Project	The First Year Of the Project	Four Years After Beginning the Project
Psychologist	4.0	9.0	9.2
Counselor	21.5	37.9	48.0
Social Worker	2.8	9.7	11.6
Reading Counsultant	3.0	7.6	6.4



VIII Summary and Conclusions

The goals of the project were in great part achieved as a result of the Exemplary Program for Pupil Services in Small Towns and Rural Areas.

1. Exemplary services were established in schools with little or no service and 91 percent of the services established were maintained after the termination of federal funding.
2. The team model of pupil services emerged from the era of federal funding as a Child Development Center in answer to the need and budgetary capabilities of local school districts wishing to continue the service.
3. The steady increase in number of children referred for services because of school adjustment problems indicated a growth in awareness on the part of teachers.
4. Children referred for services demonstrated statistically significant improvement in the areas in which they were referred with improvement being contingent on the length of time the child was the recipient of pupil services.
5. Children referred for services in schools receiving the full complement of pupil services improved in achievement, personal adjustment, and attendance.
6. Children referred for services did not improve on measures of aptitude and social adjustment.
7. Analysis of a random sample of children not referred for services indicates that achievement (GPA) of youngsters in schools with a full complement of pupil services was better than achievement of youngsters in schools served by individual specialists.

Many problems were encountered that hampered the effectiveness of this project and have lead to the following recommendations:

1. Prior to initiation of a project teachers and administrators in local school districts should be offered a better understanding of the services to be provided in order to prepare teachers for their proper utilization.
2. Agency personnel were often mistakenly identified as "outsiders" and critics of local school district practices. A reticence and fear of the "outsiders" hampered program progress in the initial stages. Thus prior to operation of the project a systematic approach is needed to insure better integration, supervision and acceptance of services at the local level. Most school personnel do not understand the function and organization of cooperative agencies or the intent of Pupil Services programs and the relationship of cooperative agencies and the local school district.
3. Research results should be utilized consistently and earlier in the program in order to insure more objective planning of the program. School districts and pupil service specialists should be continually

made aware of research findings. Systems management techniques and purposeful utilization of research findings can and should be used in dialogue and planning for the services with program personnel and with school administrators. School superintendents express interest and satisfaction with this mode of presentation and they can use objective data as a basis for their own decisions to modify, retain, or discontinue services.

4. Total federal funding should be phased out gradually. It is unreasonable to offer services at no cost to local school districts for two years and then expect them to pick up one-third of the cost the third year and the total cost the fourth year. The services had not originally been requested by specific school districts and were in some cases accepted because they were "free." Greater effort to understand and more adequately utilize the services might result if local districts were required to participate financially earlier in the program. Loss of administrative staff and personnel might have been lessened if realistic financial interest in continuation of the program by school districts was demonstrated prior to termination of federal funding.
5. A project of this type and scope requires a minimum of five years support to be fully effective. The three years time limit of the project resulted in a year of development; the second year for operation at full capacity; and the third year to plan for operation without federal funding. At the end of the second year about 50 percent of support for all Pupil Services staff was coming from local and state reimbursement funds due to the increase in staff that was requested and supported by the districts. The increase in staff the second year was primarily in response to district requests which were paid for by the local district or through state funds. This may explain why 91 percent of all personnel were eventually retained.

Conclusions are obvious from the presentation of data and explanation of results. In general:

1. The broad goals of the project were almost totally accomplished.
2. Some objectives were too grandiose for the time allotted to achieve them.
3. The team approach was more effective as compared to the isolated pupil service worker approach.
4. The model team approach was too expensive in time and money for a school district to seriously consider continuing that approach with only local funding; however, a modified team with fewer members is functioning in five of the seventeen school districts in the CESA.
5. A modified team approach was more acceptable from a working standpoint to provide supervision and professional pupil service expertise at a minimum cost to local schools.
6. Administrators and teachers expressed high satisfaction with the services.
7. The project exercised a major impact on the field of education

through dissemination of research findings, lectures, brochures, newsletters and educational journals. Numerous articles have appeared in research and educational journals as a direct outgrowth of the project. (5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25)

8. This project served as a training arena for administrative personnel who received action type experiences in an applied situation in the areas of research and pupil services. Some of these persons have migrated to positions in the university setting, thereby making far more reaching the effect of the project as it is brought to the awareness of future educators.

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Appendices

Photo courtesy of UNICEF

APPENDIX A

Dimensions of Teachers' Opinions

CESA No. 13

Pupil Personnel Services Project

Teachers have a wide variety of experiences in the classroom which enable them to develop realistic knowledge and understanding of children. We recognize individual differences in teachers' opinions and attitudes about what affects children in school. We feel that your insights can be of inestimable value to the project.

Your responses to the following items will permit us to discover how teachers think children are influenced by various classroom occurrences. There are no right or wrong answers to the items in this booklet. Our interest is in teachers' opinions on the issues presented in this booklet.

Please indicate the degree to which you agree or disagree with each of the statements on the following pages by responding on the separate answer sheet. Please mark your answer to each item in the following way:

A–Agree rather strongly;
B–Agree in general, but disagree in some specific instances;
C–Undecided;
D–Disagree in general, but agree in a few specific instances;
E–Disagree rather strongly.

Thus, if you "Agree rather strongly" with the item, circle the letter "A." If you disagree, circle the letter "E."

EXAMPLE

1. Children should be seen and not heard.
   A B C D (E)

By circling the letter "E", you indicate that you "Disagree rather strongly" with the statement.

Please answer all the questions.

NOTE: PLEASE OBSERVE THAT IN ANSWERING ITEMS, YOU PROCEED DOWN THE ANSWER SHEET.

Dimensions of Teachers' Opinions, CESA No. 13, Pupil Personnel Services Project

Please mark answers according to the explanations on the preceding page from "A", agree, through "E", disagree.

1. In order to promote pupils' learning of self-discipline, a teacher should never lose emotional control nor speak in anger.
2. Demonstrations of affection by teachers are unnecessary because learning is basically an unemotional experience.
3. Students who have a part in establishing a grading system for their use are less likely to complain than those who do not.
4. Straightforward criticism of his work may effectively motivate a child who is capable of achieving, but who is not doing so.
5. A teacher who tries to give help or direction to an emotionally disturbed student is likely to upset the student even more seriously.
6. Calling on a shy student frequently encourages him to participate.
7. A classroom which is very carefully organized around lectures and detailed assignments tends to reduce the student's intellectual curiosity.
8. Having information about a child from one of his previous teachers, before actually working with that child, will frequently bias the teacher's judgment of him.
9. Praise or criticism should be given to all students according to the same standard if the teacher is to be respected for fairness.
10. The teacher can often clarify a matter for a pupil and his classmates by rephrasing that pupil's answer to a question.
11. Students can be motivated to work harder by setting up classroom activities with competition among teams selected by ability levels.
12. Subgrouping of large groups is not necessary to meet the needs of most elementary school children.
13. Strong decisive encouragement is all that is necessary to get most shy students to speak up.
14. Protecting the student with emotional difficulties from situations which remind him of his problems helps to prevent these difficulties from becoming more serious.
15. Youngsters in school need to have the limits of situations carefully defined for them since reasoning with them usually does not work very well.
16. The slow learner achieves more when assigned only tasks which he can easily perform.
17. Often a student who learns very poorly in a subject may improve if only he is given strong encouragement and the sense of security that goes with it.
18. Even undeserved praise will encourage more productive work on the next assignment.
19. Students who are not well liked by classmates need the teacher's help in learning to "get along" with others.

20. Knowing each pupil's name and recognizing his particular achievements, while praiseworthy, does not contribute appreciably to the mental health of the pupils.
21. Students who give glib explanations of their behavior will usually accept the *real* reasons for it quite readily when the teacher or principal points them out.
22. A student's time should be scheduled carefully so that there are no periods of the day that are wasted in non-productive activity.
23. In order to increase the chances that parents' responses in conferences with the teacher will produce the most constructive effects on the child's behavior and learning, the teacher should consult with the principal before meeting the parents.
24. A common hazard in teaching is that we often have unrealistic expectations for our pupils.
25. In order to learn self-discipline and develop good work habits, students should be made to complete tasks they do not like.
26. An emotionally disturbed pupil is likely to show real improvement if the classroom teacher gives him advice about what has caused his disturbance and what to do about it.
27. A student may lack the ability to achieve in certain important areas, but to prevent a severe sense of failure, teachers should discover and encourage him to develop any other talents he may possess.
28. Relatively flexible teaching procedures and assignments tend to produce greater amounts of creative work from pupils.
29. If the very anxious child perceives his teacher as a protector on whom he can depend for security in school, his anxiety will be reduced.
30. The teacher's standards of behavior and academic achievement should be maintained for all pupils in the classroom, even if a few children are thereby made resentful or afraid.
31. The progress of the entire class is likely to be impeded by the presence of children who are considerably below grade level in achievement.
32. A child who is seclusive and isolated from other pupils may be in need of help with emotional problems.
33. So that students will often experience the reward of success, school assignments should generally be easy at first, but they should be made more difficult as students' knowledge and skill increase.
34. A class is more easily controlled if seats are arranged in a regular pattern and each student is assigned a specific seat.
35. If only he can be persuaded that he will do better if he tries harder, a student who seems to lack ability in a certain subject frequently may show a real and lasting improvement in it.
36. If unpopularity with classmates underlies a child's poor learning in school, his teacher should help him develop ways to "get along" better with others.
37. A good teacher can usually get to the bottom of a child's learning or emotional difficulties without the help of counselors, psychologists,

physicians, speech therapists, etc.

38. If a student's "nervous tension" arises from fearing the consequences of his actions, it can be reduced by preventing his engaging in wrong actions.
39. Most students respond best to a teacher who defines very firm limits and enforces them fairly.
40. In order to maintain fairness, a poor academic performance must be evaluated as such, regardless of the outside circumstances that might have influenced the student (such as illness or death in the family).
41. If the teacher does not permit the pupil to give his reasons for a poor academic performance, the pupil may become angry and resentful.
42. Telling a student his behavior is unreasonable or irritating to people with whom he wishes to get along will influence him to control that behavior.
43. Spending classroom time helping students with their everyday problems and their emotional difficulties prevents the teacher from dealing sufficiently with necessary subject matter.
44. When many students are inattentive in class, the teacher may need to evaluate and change the teaching procedures being used.
45. When the teacher carefully organizes and closely controls children's school work, the intellectual curiosity and creativity of pupils is likely to increase.
46. If a child appears unable to do the work required of him in the classroom, a careful investigation should be made to find out the reasons.
47. Children differ one from another but this should not affect the standards on which the teacher criticizes or praises pupil behavior and achievement.
48. A student of high ability should compete with other students of high ability.
49. Difficult assignments and requirements should be made to almost every pupil so that they will learn that school success comes mainly from hard work and effort.
50. A teacher may help a child to learn better simply by listening sympathetically to his difficulties.
51. A failing student often might improve his performance in a subject if his teacher could find some way to help him become less anxious, tense, resentful or defiant.
52. Sometimes the teacher can help a troubled child best by enlisting the ideas and continuing assistance of that child's classmates.
53. The best thing a teacher can do for a seclusive, retiring child is to make him stand up to life's demands.
54. Preventing a problem student from doing something he knows is wrong before he actually does it will lessen his nervous tension because his fears of the consequences of his acts are lessened.
55. A thoroughly orderly, carefully organized, classroom environment gives children a great sense of security.
56. Students who achieve successfully in school are nearly always comfortable with themselves and others.

57. A pupil's anger and resentment, perhaps growing out of a teacher's failure to listen to the child's reasons for a poor academic performance, may cause that pupil to perform poorly again.
58. Let's face it, the teacher usually hasn't the time nor the energy to be concerned about children's personal problems and about their school achievement.
59. It is relatively unimportant for the child's welfare that teachers should vary assignments and requirements to fit the different abilities of different children.
60. When a student shows a deep interest and knowledge of one subject, he often seems "odd" to other children.
61. The pupil who is aggressive toward or defiant of the teacher should generally be punished for his misconduct.
62. It is important to the emotional welfare of the student that he should know his achievement will be judged by reasonable standards.
63. The teacher should see to it that no pupil has to face unreasonable competition in his school work.
64. If a student really wants to learn and achieve well in school, he can usually do so by putting forth enough effort and hard work.
65. Sympathetic listening by a teacher to a child's personal problems won't usually help the child to better understand his difficulties.
66. A student who says he "just hates" a subject such as reading or math may really need the teacher's help in order to understand that his "hate" masks his true fear of failure.
67. In order to create a sound environment for learning, the teacher should generally maintain a relaxed and friendly attitude toward students.
68. The teacher usually can be pretty sure that the child who is always courteous and well-behaved has few, if any, emotional problems to handicap him.
69. A really effective teacher finds ways to cause children to learn well without arousing needless tensions and anxiety in them.
70. The idea that school children can sometimes adequately determine their own aims for learning is nonsense.
71. Students who perform well in class do not need to be complimented since they will be aware of their success.
72. In order to prevent them from developing more serious problems later on, students who experience emotional difficulties or school learning problems should be quickly referred for help to appropriate specialists such as counselors in the school system.
73. Every child in the classroom should have clear ideas of what the teacher expects him to do and to accomplish.
74. We should leave the students' personal troubles and behavior to the home and the church and let the school concentrate on training students' minds.
75. Any school subject can be taught in an intellectually honest way to almost

any child but different ways of teaching it must be developed for different kinds of children if they are to learn effectively.

76. The student who relies on the more mature judgment of teachers and parents about how much time he should spend in study and who seeks frequent direction about how to study most effectively will achieve greater academic success than one who does not.
77. To teach a child really well the teacher needs to know a great deal more about that child's feelings, interests and talents than can be learned from his tests and examinations.
78. Keen competition to meet high standards of achievement is emotionally beneficial for every pupil.
79. Many of the school children who seem troubled, anxious, seclusive or resentful should be made to "measure up" in the regular classroom instead of being given special classes, counseling services and the like.
80. Clear rules, firmly enforced in the school and classroom, are more effective in maintaining discipline than is reasoning with pupils about their behavior.
81. Most underachievement is caused by laziness on the part of the student.
82. If a shy, retiring child fails to answer when called upon, the teacher should continue to press him until he attempts to respond.
83. When you get right down to essentials, the teacher is the one person who must always determine just what must be learned and how it is to be learned.
84. The teacher's job is to teach his subject; therefore, he should be relatively unconcerned about the students' emotional reactions and personal troubles.
85. Children cannot be taught effectively without some thwarting of their individual desires and interests, but such thwarting should be kept to a minimum.
86. The teacher should see to it that every pupil's work is judged by clear standards.
87. One of the most important things a teacher can do for children is to show a serious concern for their emotional well-being.
88. There is little need for the teacher to devise different approaches to teaching a subject to different kinds of children.
89. The student who concentrates intently on one subject is in danger of becoming too narrow in outlook.
90. Generally, the more information one has about a child's abilities, accomplishments, interests and problems, the better he can be taught in school.
91. Pupils will often be greatly harmed by being pressed to compete against standards which are very difficult for them to attain.
92. There has been too much overprotective concern for seclusive, passive pupils; they should be made to "face up" to life in school.
93. A regular, carefully arranged and unchanging classroom seating pattern promotes effective learning better than does a pattern that permits changes

in seating according to the nature of the work in progress.

94. Hostility toward his classmates may be a symptom of the child's hostility toward the teacher.
95. Unless you tell school children exactly what to do and how to do it, they tend to become anxious and somewhat tense.
96. Children need to be helped to "feel at ease" in themselves if they are to learn well in school.
97. If the teacher did not ignore most of the individual interests and problems of pupils, they would often fail to learn what they absolutely should for effective living.
98. The teacher should seek ways of helping individual pupils to cope with their personal tensions and difficulties as well as with their school learning problems.
99. Teachers have been lectured too much about taking individual differences into account when basically, they should deal with all pupils in much the same way.
100. It does not much matter if the teacher has lots of information about the child from tests, home visits and the like, because such information cannot really help the teacher to do a better job.
101. There is entirely too much tendency in our society to expect teachers and other school personnel to pay attention to the emotional problems of pupils.
102. When a child tells the teacher about his personal troubles, the teacher should give him clear, specific advice on how to deal with them.
103. Children who tend to be discourteous and rowdy in school often need help to clear up difficult emotional problems.
104. If they expect children to learn well in school, teachers should give them help in understanding their worries, fears and resentments.
105. A teacher who wants to do an effective job must generally allow children's own desires and interests to enter into their learning to a marked degree.
106. If a troubled child tells the teacher of his worries, fears and resentments, the teacher should try to "dig out" and explain the true reasons for them.
107. If these pupils who have emotional difficulties would just get down to business in school, most of their troubles would clear up.
108. Every [illegible] should be helped to realize clearly that the teacher is concerned about [illegible] a person regardless of how well he behaves and achieves in school.
109. Even though many of a child's problems, fears, worries and the like might seem unimportant to most adults, the teacher should take them seriously until they are proved to be insignificant.
110. Most school children's emotional difficulties are pretty superficial and insignificant.

APPENDIX B

Dimensions of Teachers' Opinions

Pupil Personnel Services Project

Spring 1970

Teachers have a wide variety of experiences in the classroom which enable them to develop realistic knowledge and understanding of children. We recognize individual differences in teachers' opinions and attitudes about what affects children in school. We feel that your insights can be of inestimable value to the project.

Your responses to the questions will permit us to discover how teachers *think* children are influenced by various classroom occurrences. There are *no right or wrong answers* to the items in this booklet. Our interest is in teachers' opinions on the problems presented in this booklet.

I. Directions for Information Requested at the Top of the Answer Sheet

In order to machine score your responses, a separate IBM answer sheet has been provided. This is a standard IBM form and must be adapted for purposes of this questionnaire. *Please follow these directions carefully.* Accurate information is essential. *Ignore* the information as requested at the top of the form. Instead, use the spaces provided as follows:

1. Where it says NAME on the form, print your *position* such as elementary teacher, junior high teacher, senior high teacher, principal, counselor, etc.;
2. After the work DATE, give the *number* of years of teaching experience (including this year) you have had;
3. After AGE, write the highest *degree* held (2 yr. certificate, B.S. or M.S.);
4. After SEX, write *M* for male or *F* for female;
5. After SCHOOL, write the name of the *school* where most of your time is spent;
6. After CITY, write the name of the *school district;*
7. If you were a new teacher in the school district this year, print the word *new* after the space marked INSTRUCTOR;

For Example:

Name (position) *High School Teacher,* Date (yrs. experience) *8,* Age (highest degree) *B.S.,* Sex *M,* School *Goodrich H.S.,* City (school district) *Fond du Lac,* Instructor *New.*

8. Disregard the remaining blank spaces.

II. Directions for Answering the Questions in the Booklet

Please indicate the degree to which you agree or disagree with each of the statements in the booklet by responding on the separate IBM answer sheet. Please mark your answer to each item in the following way:

A—Agree rather strongly.
B—Agree in general, but *disagree* in some specific instances.
C—Undecided
D—Disagree in general, but *agree* in a few specific instances.
E—Disagree rather strongly.

Thus, if you "agree rather strongly" with the item, black in between the dotted lines under the letter "A". If you disagree, black in between the dotted lines under letter "E". USE A PENCIL *NOT* A BALL POINT PEN. IF YOU WISH TO CHANGE AN ANSWER, BE SURE TO ERASE COMPLETELY BEFORE YOU FILL IN THE NEW ONE.

For Example:

Children should be seen and not heard. A B C D E

By blacking between the dotted lines under letter "E", you indicate that you "disagree rather strongly" with the statement.

PLEASE OBSERVE THAT IN ANSWERING ITEMS YOU PROCEED *ACROSS* THE ANSWER SHEET.

Be sure to respond to *all* questions, even if you are unsure of your answers. Work quickly, do *not* spend time puzzling over individual items. It is your *first* impression that is wanted.

Check to make sure you have filled in the necessary information at the top of the answer form. Be sure to use a pencil not a pen to black in the spaces on the answer sheet.

Return both the answer sheet *and* the booklet when you have finished.

1. A common hazard in teaching is that we often have unrealistic expectations for our pupils.
2. A student may lack the ability to achieve in certain important areas but to prevent a severe sense of failure, teachers should discover and encourage him to develop any other talents he may possess.
3. Relatively flexible teaching procedures and assignments tend to produce greater amounts of creative work from pupils.
4. The teacher's standards of behavior and academic achievement should be maintained for all pupils in the classroom, even if a few children are thereby made resentful or afraid.

5. A child who is seclusive and isolated from other pupils may be in need of help with emotional problems.
6. A class is more easily controlled if seats are arranged in a regular pattern and each student is assigned a specific seat.
7. Spending classroom time helping students with their everyday problems and their emotional difficulties prevents the teacher from dealing sufficiently with necessary subject matter.
8. When many students are inattentive in class, the teacher may need to evaluate and change the teaching procedures being used.
9. When the teacher carefully organizes and closely controls children's school work, the intellectual curiosity and creativity of pupils is likely to increase.
10. If a child appears unable to do the work required of him in the classroom, a careful investigation should be made to find out the reasons.
11. Difficult assignments and requirements should be made to almost every pupil so that they will learn that school success comes mainly from hard work and effort.
12. A pupil's anger and resentment, perhaps growing out of a teacher's failure to listen to the child's reasons for a poor academic performance, may cause that pupil to perform poorly again.
13. If a student really wants to learn and achieve well in school, he can usually do so by putting forth enough effort and hard work.
14. Sympathetic listening by a teacher to a child's personal problems will not usually help the child to better understand his difficulties.
15. The teacher usually can be pretty sure that the child who is always courteous and well-behaved has few, if any, emotional problems to handicap him.
16. In order to prevent them from developing more serious problems later on, students who experience emotional difficulties or school learning problems should be quickly referred for help to appropriate specialists such as counselors in the school system.
17. Every child in the classroom should have clear ideas of what the teacher expects him to do and to accomplish.
18. Keen competition to meet high standards of achievement is emotionally beneficial for every pupil.
19. Many of the school children who seem troubled, anxious, seclusive or resentful should be made to "measure up" in the regular classroom instead of being given special classes, counseling services and the like.
20. Most underachievement is caused by laziness on the part of the student.
21. If a shy retiring child fails to answer when called upon, the teacher should continue to press him until he attempts to respond.
22. The teacher's job is to teach his subject; therefore, he should be relatively unconcerned about the students' emotional reactions and personal troubles.
23. One of the most important things a teacher can do for children is to show a serious concern for their emotional well-being.
24. There is little need for the teacher to devise different approaches to teaching a subject to different kinds of children.

25. Generally the more information one has about a child's abilities, accomplishments, interests and problems, the better he can be taught in school.
26. A regular, carefully arranged and unchanging classroom seating pattern promotes effective learning better than does a pattern that permits changes in seating according to the nature of the work in progress.
27. Unless you tell school children exactly what to do and how to do it, they tend to become anxious and somewhat tense.
28. It does not much matter if the teacher has lots of information about the child from tests, home visits and the like because such information cannot really help the teacher to do a better job.
29. There is entirely too much tendency in our society to expect teachers and other school personnel to pay attention to the emotional problems of pupils.
30. Children who tend to be discourteous and rowdy in school often need help to clear up difficult emotional problems.
31. If they expect children to learn well in school, teachers should give them help in understanding their worries, fears and resentments.
32. A teacher who wants to do an effective job must generally allow children's own desires and interests to enter into their learning to a marked degree.
33. Every pupil should be helped to realize clearly that the teacher is concerned about him as a person regardless of how well he behaves and achieves in school.
34. Even though many of a child's problems, fears, worries and the like might seem unimportant to most adults, the teacher should take them seriously until they are proved to be insignificant.
35. Most school children's emotional difficulties are pretty superficial and insignificant.

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